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ABSTRACT

Ten units containing 86 structural objectives make up this volume of instructional materials for the first year to year and a half of teaching English as a second language to Navajo children. The Navajo Area Language Arts Project (NALAP) materials, intended to present a sequence of English grammatical structures based on specific language and conceptual needs of Navajo students, are developed around 14 linguistic and pedagogical premises (listed and explained) and the analysis of English provided by transformational grammar. Objectives are arranged in units dealing with commands, modal "can", verb "be" with predicate adjectives and nouns, personal pronouns, conjunctions "or" and "and", plurals of count nouns, plural pronouns "they" and "these", present progressive. They are written in an expanded and annotated guideline form, giving teaching instructions, lesson time estimates, pupil responses, learning activities, and suggested contexts, vocabulary, and resources/materials. An implementation guide for the teacher deals with lesson plans, setting up the situation, conventions, activities/techniques, correction techniques, pronunciation/intonation, pacing/mastery, sentence and word control, types of objectives. Appendices contain samples of situational language needed during the first year of learning English, an alphabetical listing of all suggested learning activities, and a glossary of NALAP terms and concepts. (RS)

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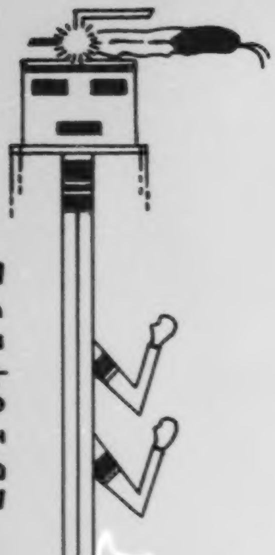

Navajo Area Language Arts Project

NALAP

Book 1

BUREAU OF INDIAN AFFAIRS
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1973

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Introduction

NALAP (nā'lăp) is the acronym for the Navajo Area Language Arts Project started in the summer of 1971 in response to an urgent request from teachers for teachable materials which have a linguistically sound base for Navajo learners. The main objective of the Project is to develop a sequence of the grammatical structures of the English language based upon the particular language needs of Navajo children.

The Project Committee is composed of Education Specialists employed by the Bureau of Indian Affairs in the Navajo Area. These people were selected on the basis of their theoretical knowledge of linguistics and their classroom experience teaching Navajo children. During the initial stages of the Project, the committee consulted with Dr. Gina Harvey, Northern Arizona University; Dr. William Slager, University of Utah; and Dr. Robert Wilson, University of California at Los Angeles. Assistance from these linguists continues to be available as needed.

During the school years 1971-72 and 1972-73, numerous classroom teachers, on a voluntary basis, piloted the NALAP materials. The first NALAP book is partially the result of the efforts of these teachers who willingly field-tested the NALAP materials and provided the committee with on-going feedback and evaluation.

This volume, NALAP Book 1, contains ten units of eighty-six structural objectives, providing instructional material for the first year to the first year and a half of English language learning. Additional units which are in their first draft are available and can provide instruction for the next one and a half to two years of language learning. These units will be refined and will be incorporated into NALAP Book 2. Other units will be developed in the future.

Assistance to the schools and agencies in the use of the NALAP materials may be requested of:

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RATIONALE

A. Underlying Premises

The Navajo Area Language Arts Project, known as NALAP, has been developed around fourteen linguistic and pedagogical premises. These premises derive from the newer insights regarding language learning, especially those concerned with second language acquisition, and from the analysis of English provided by transformational grammar.

Premise 1: English as a second language materials need to be based upon the specific language and conceptual needs of the learners for whom they have been developed.

NALAP is being developed based on the specific language and conceptual needs of Navajo children in the setting in which they use the language. That setting, of necessity for the Navajo child, is the school, and for a majority of children, it is the boarding school. If language required of the pupil is to be relevant and have meaning for him in this setting, it must be based initially upon what he brings to the classroom cognitively, socially, and physically, not on an urban, foreign context. This will enable the child to expand his understanding of the enlarging world of which he will become a part.

NALAP considers the differences between the child's first language and his second language by carefully sequencing and stepping the grammatical structures being introduced. For example, since the Navajo language has only one third person singular pronoun, NALAP contrasts "he", "she", and "it" after introducing them separately.

Premise 2: English as a second language materials need to provide for the healthy development of the pupil's self-concept through successful learning experiences.

If a Navajo child is to develop a sense of security and a good feeling about himself, the school must engender a positive approach to learning by incorporating Navajo language and culture into the instructional program and by providing for successful learning experiences. NALAP offers an opportunity for the education aide to make a contribution to the teaching-learning process and concept development through his knowledge of the Navajo language and culture. NALAP also enhances learning by providing correcting techniques aimed at helping the child to learn by his mistakes without feeling he has failed and by giving immediate and continuous reinforcement.

Premise 3: Concepts need to be developed judiciously through careful selection of contexts, vocabulary, activities, and materials.

As language is a facet of culture, conceptual development with the related thinking process is an integral part of language acquisition. NALAP guides the learners' conceptual growth by requiring the learners to practice cognitive skills, such as classifying, categorizing, and generalizing, while learning the grammatical structures. The teacher may develop a variety of concepts from the grammatical structure of the objective as the structures in the sequence have been kept independent of specific contexts and vocabulary. It is therefore imperative that the teacher give careful consideration to the contexts, vocabulary, activities, and materials chosen to carry the grammatical structures being presented.

Premise 4: English as a second language materials need to provide numerous and varied learning activities which enable the pupil to induce the structures of English and to generate his own sentences.

The language acquisition theory underlying the sequence hypothesizes that children learn a second language most effectively and efficiently by inducing the rules or structures of the language through active involvement in learning experiences. NALAP makes possible this kind of pupil involvement by requiring teacher selection of numerous and varied learning activities based on the needs, interests, and maturity of the learners. NALAP helps the teachers by providing suggested activities which are geared to the approximate level of the pupils for each objective. Suggested activities at the beginning of the sequence are specificially written for use with primary children while those at a more advanced level are designed for children in the intermediate grades. Since learners are to be actively involved in the learning process, NALAP discards model-mimicry teaching techniques, and, thereby, "parroting" and rote learning are eliminated.

Premise 5: The teaching of English as a second language needs to result in terminal verbal behavior which is natural English appropriate in any given situation.

The end product of English as a second language teaching should be standard American English which is natural and comparable to the language used by native educated speakers. English as a second language instruction has often resulted in unnatural, stilted expression making the speaker "stand out" from his native-speaking peers, even though he was able to communicate effectively. Many times the learner became confused due to the artificial language required in formal English lessons but which was never heard again in either formal or informal situations.

NALAP endeavors to reduce artificiality of language behavior by requiring the instructor to teach for naturalness. For example, the learner is taught to answer a question by giving an appropriate short or shortened answer, not a stilted two- or three-sentence response. Attention is given to pronunciation and the rhythm of English through learning experiences involving conversations, dialogues, dramatizations, and other real-life situations.

Premise 6: Grammatical structures need to be organized in an ungraded sequence to permit continuous progress in learning.

Language acquisition is a continuing process which cannot be segmented into distinct levels or grades. NALAP offers an ungraded sequence of the grammatical structures of English, allowing, within limits, continuous progression in learning by each pupil going at his own pace. In addition, the sequence is open-ended in two ways. First, any Structural Objective may be spiralled at a higher level for extension and reinforcement. Second, modification can be made easily at any point in the sequence.

Premise 7: English as a second language materials need to focus on specific structures or grammatical points rather than on contexts, vocabulary, teaching techniques, and "patterns".

The Structural Objectives of NALAP place emphasis on the grammatical structures, syntactical or morphological, to be taught, not on specific contexts, vocabulary, or techniques. Since the focus is on syntax and morphology, the contexts, vocabulary, and techniques chosen serve only as tools for the teaching of structures delineated in the objectives. The contexts, vocabulary and techniques must be selected based upon their relevance to the objective and the levels, maturity, and interests of the learners. By indicating the grammatical points involved, the teaching points for each objective make it possible for the teacher to be in control of the grammatical structure without having to use pattern-drill techniques.

NALAP defines "pattern" as an English sentence which illustrates a grammatical structure. For example, the pattern, "Mike is a boy," illustrates the structure, NP_1 + V_{be} + NP_1 (noun phrase plus verb "be" plus noun phrase). In each Structural Objective the teacher cue and/or pupil response contains "patterns" which only serve to illustrate the grammatical structure(s) of that objective.

Premise 8: English as a second language materials need to be so written that structures are delineated in a clear teachable manner.

The format of each NALAP Structural Objective guideline sheet makes the sequence teachable and easily understood by any teacher of E.S.L. The Structural Objective is stated in terms of observable pupil behavior. A teacher cue is provided which enables the teacher to understand what he is to do and/or say to elicit the desired pupil behavior. The pupil response box gives examples of the expected terminal behavior, verbal or non-verbal, for the learners. Each objective has several teaching points briefly stated to provide helpful information for the instructor concerning the grammar to be taught, cautions about probable errors, limitations as to vocabulary and certain grammatical points, and/or cultural notes. For each Structural Objective, suggestions for contexts, vocabulary, activities and materials are given to aid the teacher. Each

Structural Objective guideline sheet also gives the number of estimated lessons for teaching the objective.

Premise 9: English as a second language materials need to ensure integrated learning by permitting teacher choice of content and vocabulary from all subjects and activities to be expressed through all language modalities.

The underlying assumption of this premise is that language learning is best facilitated through integration of the structures in all experiences and communication forms of the learners. NALAP requires that the teacher choose content and vocabulary from all subjects and activities, in and out of the classroom. This provides for the extension, application and transfer of the grammatical structures in a wide variety of contexts. The teacher must also provide for expression of each Structural Objective through all language modalities (listening, speaking, reading, and writing) by means of the selection of learning activities. This integration prevents the isolation of English instruction to only one allotted time period a day into one "subject" slot. Regardless of the fact that intensive integration of this kind is a complex task, careful planning and implementation by the individual teacher is an absolute necessity. According to school organization, such planning will be necessary with other teachers.

Premise 10: English as a second language materials need to permit teacher selection of the learning experiences through which the structures are presented.

NALAP permits the teacher to have control of the learning experiences through which the structures are presented because he chooses the contexts, vocabulary, materials, and learning activities to serve as the tools for teaching the structures. The materials provide a sequence of the grammatical structures of English with related teaching points for the instructor to follow carefully, but the teacher must make use of his freedom, within the limitations of the Structural Objective, to select those contexts, vocabulary, and activities which he feels can best be utilized with the learners involved. This enables the teacher to manage the materials, rather than the materials managing the teacher.

Premise 11: English as a second language materials need to provide opportunity for teacher selection of content and vocabulary suited to the achievement levels, maturity, and interests of their pupils.

The content and vocabulary which is teacher-selected serves only to carry the grammatical structures being taught and should be adjusted to the levels, maturity, and interests of the pupil. NALAP contains this built-in flexibility by permitting teacher choice of content and vocabulary which is relevant and meaningful to the learners. The suggested ideas for contexts, vocabulary, activities, and materials on each guideline sheet have been written with the primary child in mind. The teacher of older children or pupils at a more advanced stage of English acquisition must, of necessity, adapt these suggestions to his particular pupils or devise his own activities with related vocabulary and contexts.

Special attention must be given to materials which have been developed for native speakers of English and are being used with Navajo children to teach, reinforce, and/or supplement language learning. Such materials should only serve to supplement the teaching of the Structural Objectives in the NALAP sequence, should be used eclectically, and should be adapted to meet the special needs of Navajo pupils.

Premise 12: The sequence of grammatical structures need to be developed on a spiralling approach.

A sequence of the grammatical structures for second language learners must be based on a spiralling approach rather than the paradigmatic approach used for native speakers of the language. In each objective NALAP introduces only one grammatical point embedded in a base sentence or its transformation and re-introduces the structure at a higher level for extension or as a part of new structures. Structural paradigms will be presented in the sequence after the learner has control of the component forms of the paradigm in meaningful context. The child thus learns about the language only after he has learned the language. In other words, during the primary years, he internalizes the grammar of English, before he is expected to talk explicitly about the grammar he has internalized.

Premise 13: English as a second language materials should include situational language which children need in order to cope with everyday experiences.

Since any sequence of grammatical structures necessitates a delay in the presentation of some structures that may be needed by the learner to cope with everyday living experiences, NALAP provides Situational Objectives as samples of situational language needed by the child during the first year of English language learning. These and other objectives deemed necessary by the teacher may be taught concurrently with the grammatical structures. The teaching of situational language objectives is to ensure that the child will have access to the "coping" English at the time he needs it and will supplement much other situational English he will learn throughout the year. As the child learns the grammatical structures of the sequence, he should be able to insert them into the situational English he has learned, and thereby expand his facility in his total use of English. This application of structural-sequential English to situational English helps to integrate all areas of the child's learning.

Premise 14: English as a second language materials should include prefamiliarizations to facilitate the learning of new and difficult concepts and their related language forms.

Since learning is facilitated by some preknowledge, Prefamiliarizations have been included to acquaint learners with new and difficult concepts and/or structures which differ in cultural interpretation. For example, the concept of the modal "can", which denotes an ability to do something rather than a time aspect, is presented during Unit One. Many of the Structural Objectives, in addition to the delineated Prefamiliarizations, serve as prefamiliarizations for subsequent structures. This built-in prefamiliarization feature in the NALAP sequence makes possible expansion of concepts in grammatically-related structures.

New grammatical structures and new vocabulary should not be presented in the same lesson. Thus, if a Structural Objective requires the introduction of new vocabulary to "fit" the structure, the new vocabulary must be prefamiliarized before teaching the objective.

B. Implementation Guide

The N.A.L.A.P. materials consist of a set of language objectives written in an expanded and annotated guideline form. This Guide deals with the points of implementation determined to be the most crucial in helping the teacher make full use of the materials. The major points dealt with are as follows:

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LESSON PLANS

The Structural Objectives and information included on the adopted format are instructional in style but are not lesson plans. Each Structural Objective does serve as a guideline from which the teacher develops the lesson plan for instruction. Each objective is the basis for one or more periods of instruction. If a teacher works with an education aide, lesson plans should be developed cooperatively.

The following diagram is a lesson plan format suggested for developing a NALAP lesson.

NALAP LESSON

Unit___ S.O.___

A. Activities:
   1. Presentation
   2. Practice & Application

B. Materials:

C. Evaluation:
   1. Accuracy Test
   2. Speed Test

In developing a NALAP lesson, the following explanations of the phases of lesson planning should be considered by the teacher.

1. Preassessment is necessary at the beginning of each unit and may be necessary for certain spiralling objectives within the unit. If the pupil can satisfactorily perform the desired terminal behavior, the teacher will need to plan to either provide for more difficult behaviors to reinforce and expand the original lesson or proceed to the next objective(s). Pupils should not be taught what they already know. The need for grouping may be indicated by the preassessment if it is determined that some pupils need instruction on the structure being presented and others do not. Preassessment may also point out prerequisite skills that must be developed before presenting the structural objective.

2. Each Structural Objective is written in terms of observable pupil behavior. The conditions for eliciting the terminal behavior are specified in the teacher cue and/or pupil responses.

3. The situation, appropriate or pretend, sets the stage for the entire lesson. (Refer to the section on "Setting Up the Situation" for detailed explanation.)

4. The presentation phase of the lesson involves four steps.
   (a) The teacher presents several examples of the language structures to be practiced by the pupils. This may be accomplished in a variety of ways, such as in stories and dialogues, with the assistance of an aide, puppets, dolls, or some of the pupils.
   (b) Pupil volunteers practice the new structure with different materials and the related vocabulary.
   (c) Pupils participate in one or more activities in order to demonstrate an understanding of the grammatical "rule" involved and to gain accuracy in behavior stipulated by the objective. The pupils are never required to state a rule explicitly by verbal definition.
   (d) The teacher administers an accuracy test in which the pupils (50% or more) are called on at random using a variety of selection techniques. If the majority of the pupils who are tested fail, the teacher should re-present the lesson using a different approach or strategy.

5. The practice and application phase of the lesson involves two steps.
   (a) Pupils participate in two or more activities to acquire speed and spontaneity in their responses. The activities chosen should be varied and meaningful, employing contexts and vocabulary appropriate to the structure.
   (b) The teacher administers a speed test in which the child is required to respond with speed, spontaneity and accuracy while focusing on the activity rather than the language task.

6. The transfer phase of the lesson involves two steps.

(a) The teacher plans for opportunities throughout the instructional day for the pupils to transfer the grammatical structure of the lesson to new experiences. These plans may be included in the written lesson plan, but are not a part of the formal language lesson.

(b) The teacher is alert to incidental situations when the pupils' transfer of learning may be observed. Transfer activities are removed from formal instruction and may occur at any time throughout the school and school year.

7. The evaluation phase of the lesson involves two steps.
   (a) The teacher administers the accuracy and speed tests during the presentation and practice phases of the lesson.
   (b) The teacher throughout all phases of the lesson mentally evaluates pupil performance, attitude, and reaction. Evaluation may indicate a need for review of a previous Structural Objective(s) which has not been spiralled at the time the pupil's need is evident. Review lessons should include different presentation and practice activities.

SETTING UP THE SITUATION

Throughout NALAP the teacher cue box contains the statement, "Teacher sets up _____ situation..." Setting up the situation means:

> Setting the stage for the presentation of the lesson so that the situation is experientially-based and will result in language which is consistent with the structure and is relevant to the learners.

One of the objectives of NALAP is teacher choice of teaching techniques and activities, therefore, the materials do not state specifically what the teacher should do in setting up the situation. The teacher himself must decide what he should and can do to "set the stage" for the presentation of the grammatical structures in a way to best motivate and meet the need of his particular pupils.

Since setting up the situation is a most crucial aspect of planning for a NALAP lesson, the following must be considered by the teacher:

1. Selecting a context(s), vocabulary, and teaching activities for a particular lesson.
2. Collecting realia and preparing teaching materials.
3. Checking to see if the situation as set up does elicit the language of the Structural Objective.
4. Preparing the physical environment of the classroom.
5. Doing actions, if necessary, to be talked about.
6. Reviewing a previous Structural Objective, if necessary.
7. Prefamiliarizing new vocabulary, if necessary.

The situation, by it very nature, is controlled in that it is set up within the limitations of the structure being presented. Within these limitations, the teacher then selects contexts, vocabulary, and activities for teaching the objective. A few Structural Objectives, are more highly contolled than others due to the need for restricting vocabulary, sequencing statements or questions, establishing referents, restricting quantity of items, etc. When the structure requires such control, suggestions are given in the teaching points to help the teacher set up the situation.

In most of the Structural Objectives the teacher cue will say, "Teacher sets up appropriate situation..." Appropriate means what it says; the situation must be relevant and have meaning for the learners involved. For example, when the expected pupil behavior is, "(Name) can jump," the pupil should actually perform the action before talking about it.

In a few Structural Objectives the teacher cue will say, "Teacher sets up pretend situation..." These objectives are usually difficult to set up, thus the teacher must contrive a pretend situation in order to elicit the desired behavior. Pretend situations will include humorous, ridiculous, make-believe, or unreal situations. For example, when the expected pupil behavior is, "(Name) can't write," the situation requires the pupil to "pretend" he has a broken arm. Setting up pretend situations necessitates the teacher being creative and imaginative as well as being appreciative of the humor possible in many situations. The teacher should help the pupils become aware of fact-fantasy differentiation.

CONVENTIONS

Verbal conventions have been established for the teacher in order to elicit certain behaviors, non-verbal or verbal, from the learner. The conventions are devised to aid the teachers in being consistent in the language they use with the pupils and to elicit natural English expression from the learners. The information and verbal behavior in the teacher cue box should be followed closely.

Teachers must use only questions to elicit short or shortened answers, not statements. Since indirect statements (e.g., Tell me what the boy is doing.) are correctly answered by short or shortened answers, they should not be used. In order for the pupil to produce a statement or kernal sentence on his own, the teacher, after setting up the situation, will say one of the following:

a. Tell me about _____.
b. Let's talk about _____.
c. Let's talk in the same way.

The pupil, therefore, must produce a statement and not just a word or phrase which a question will permit. If a pupil utters a sentence which is irrelevant to the objective, then the teacher should use Correction Technique No. 3 in order to help the learner induce the grammatical structure for that particular objective.

ACTIVITIES AND TECHNIQUES

Since language learning is dependent on pupil involvement in real-life situations, the choice and preparation of meaningful learning activities are crucial aspects of NALAP lessons. Each activity chosen by the teacher must relate to the Structural Objective being presented. NALAP offers suggested learning activities to serve as a guideline for the teacher to make selections appropriate to the structure. Activities may include such experiences as games, dialogues, dramatizations, role-playing, songs, finger-plays, short field trips, and teacher-prepared reading and writing worksheets. Activities do not include such techniques as model-echo repetition, chain and substitution drills, choral response, and whole group to small group to individual. Model-echo and drill may be used only for brief pronunciation exercises. A sufficient number of activities should be planned in order to provide adequate practice and to maintain pupil motivation and interest. Activities should be drawn from all instructional areas, including all language modalities, in order to facilitate integrated learning.

Some techniques which may be used with activities to facilitate learning and to help maintain pupil motivation and interest are:

1. Selection techniques may be employed for choosing a random sample during testing, for a change of pace during practice activities, and to make an activity appear different to the children. (e.g., spinner boards, name cards, "spin the bottle", etc.)
2. The "wait-time" technique should be used for developing listening and thinking skills. The teacher cue is given, followed by a pause, before a pupil(s) is selected to respond.
3. A "praise" technique for acknowledging successful performance should be developed by each teacher. Some examples are: a nod of the head with a smile; a complimentary remark; and clapping, if used with young children.

CORRECTION TECHNIQUES

Techniques for correcting errors have been developed to help the child learn by his mistakes without feeling he has failed and to provide immediate and continuous reinforcement. A hierarchy of correcting techniques has been established to be used for specific purposes.

Correction Technique Number One (C.T. 1) is the most common and frequently used means of correcting errors. The teacher or aide simply models for the learner the correct utterance and continues teaching without requiring the pupil to produce the correct verbal behavior. It should be used at all times throughout the school day.

Correction Technique Number Two (C.T. 2 is used during an instructional period of a Structural Objective when a pupil error has been made pertaining to the grammatical point of a specific objective. After evaluation, the teacher has several different pupils to make a correct response before returning to the first pupil to give him another opportunity to respond appropriately in a similar, but not identical, manner.

Correction Technique Number Three (C.T. 3) is used less frequently and only after a pupil(s) has failed to respond correctly to C.T. 2. It consists of a mini-presentation which is a brief re-presentation of the lesson objective to the individual pupil(s) making the error.

PRONUNCIATION AND INTONATION

NALAP does not include separate objectives on pronunciation since the primary emphasis of the materials is on helping children to become competent enough in English to communicate effectively and to use language as a tool for thinking. Errors in pronunciation are not to be ignored but need to be corrected at a time and in a manner which do not confuse the main grammatical point of the lesson. For example, the difference between "father" and "father's" is a grammatical point, while the difference between "father" and "fadder" is a pronunciation point.

If a pronunciation error occurs in a formal lesson, the teacher should use Correction Technique Number One with the word in the same context the child used it. If a common pronunciation error occurs, the teacher may provide a brief pronunciation lesson at a different time using model-echo and minimal pair drill techniques.

The teaching points of the Structural Objectives do occasionally make special reference to particular intonational features. In giving examples in the presentation phase of the lesson, the teacher must use normal conversational intonation and rhythm and should help the child to respond in a similar way. Reading aloud daily to the children is an excellent technique to assist them in internalizing the rhythm and intonational patterns of English.

PACING AND MASTERY

NALAP materials are being developed to enable the teacher to determine the time required by a pupil(s) to accomplish an objective and the number of objectives which the pupil(s) is able to complete in a week, month, or year. Since there is a possibility of spending "too little" or "too much" time on any one lesson or set of lessons, the estimated lessons indicated for each Structural Objective on the guideline sheet are to assist the teacher in pacing.

Two or more instructional periods a day will be needed to ensure pupil success. The length of these periods will depend on the needs and maturity of the pupils. The transfer phase of the lesson will require additional periods in which pupils are offered opportunities for such activities.

In order for NALAP materials to be effective in ensuring pupil success, the teacher must have a flexible attitude toward the concept of mastery. The pupils should be able to apply and transfer the structure being presented in a new situation which is based on the learners' previous experiences and suited to their maturity. Perfection is not expected and should not be required.

For the pupils whose achievement is not satisfactory by the time of the speed test, review lessons may be planned and presented for those pupils as the total group continues with subsequent objectives. Most classes may require sub-grouping to enable all pupils to proceed at their own pace.

The pacing for each unit (i.e., the estimated number of lessons and maximum weeks) is specified. The needs, abilities, and maturity of the pupils may necessitate a modification in the pacing, however, a minimum of eight units should be completed during the first year of language instruction. Research proves that too slow a pacing of lessons prevents the learners from seeing the inter-relatedness of the sequence of the objectives and thus retards their learning.

SENTENCE AND WORD CONTROL

A sequenced presentation of the structures of English attempts to order the grammatical structures in a way they can be most easily and effectively learned by a particular group of students. Of necessity, some structures common to mature speakers of English will have to be postponed. It is imperative that the teacher control the sentences used in all communication with the children.

Pupil comprehension of what is heard or read in learning English as a second language is directly related to sentence control. If a pupil does not understand a statement, question, or request made by the teacher, the following should be used to engender comprehension:

1. Use of real objects, models, and pictures.
2. Use of real-life experiences requiring pupil involvement.
3. Demonstration of concept.
4. Explanation in Navajo, especially with young children.
5. Use of verbal example(s) with older children.

Do not give verbal explanations of concepts and generalizations.

In order to maintain consistency and to prevent the introduction of unknown structures, the teacher should be especially careful to avoid the following:

1. negative, tag, indirect, intonational, and partially-deleted questions,
2. passive and reported speech,
3. highly complex and/or compound sentences,
4. paraphrased constructions of commands and questions when they need to be repeated.

Use of the above does not serve as prefamiliarizations for the structures because of their complexity and the comprehension problems involved. These structures will be introduced at a higher level.

Sentence control applies to reading texts and other materials that the child is required to read. Early reading instruction can be based entirely upon language experience materials derived from the content of the Structural Objectives. When formal reading instruction does begin, the children should be required to read only the sentences and vocabulary items within their speaking ability. Therefore, all formal reading instruction should be delayed until such a time that the pupils'

English language acquisition and experiential foundations will ensure success in reading for each child.

Word or vocabulary control is not as important as sentence control, however, in certain Structural Objectives the vocabulary is limited due to the grammatical structure being introduced. The meaning of vocabulary selected for Structural Objectives and used for reading and writing as well as speaking should be developed through concrete experiences. As children begin reading commercially-prepared materials, background experiences for new and unfamiliar content and its related vocabulary should be developed through a wide variety of real-life activities in and out of the classroom. Vocabulary selected for each Structural Objective should be taken from a wide variety of contexts. New vocabulary must be prefamiliarized through its use in known structures. Do not give or ask for verbal definitions of words in isolation.

TYPES OF OBJECTIVES

1. Structural Objectives:

Structural objectives are a sequence of the grammatical structures of English based on the pre-determined needs of Navajo children learning English as a second language. Since it is impossible for children to learn all the language they will need for communication by the situational approach, these objectives comprise a structural-sequential approach to learning English whereby the children will induce the rules of the language in the most effective and efficient way possible. In order for the children to internalize all the grammatical structures of English, the NALAP sequence of Structural Objectives should be carefully followed during the primary years. If preassessment indicates previous internalization of certain structures, briefly review, and proceed to the next structure(s). Do not attempt to teach and drill known structures.

There are two types of structural objectives, basic and contrast.

(a) Basic objectives:

In basic objectives the children learn to respond with ease and understanding to a teacher cue containing a grammatical structure. Basic objectives result in list learnings which are necessary before the child can respond successfully to contrast objectives. For example, the children learn to respond correctly to the question, "What's this?" At a later time, he will be expected to contrast it with other questions. The choices the child must make in responding to basic objectives are limited and therefore do not require the "thinking" necessary to respond correctly to contrast objectives. This does not imply that basic objectives are unimportant, but are necessary as prerequisites for the more complex thinking required in contrasting structures.

(b) Contrast Objectives:

In contrast objectives the child learns to respond with ease and understanding, and without confusion, to the teacher cue containing two or more related grammatical structures. For example, after the children learn to answer both the "yes/no" question and the "or" question separately, they are asked to respond to both questions at random in one instructional period. Contrast objectives occur throughout the sequence and constitute a vital teaching strategy in the materials. They test the child's ability to comprehend and discriminate grammatical signals and to respond appropriately. Errors are very likely to occur in the comprehension situation inherent in contrast objectives; and, therefore, these objectives should be taught carefully and thoughtfully. The teacher should realize that the errors which occur are probably the result of the difficulty of the language task and not a measure of the pupils' previous learning of the basic objectives.

2. Situational Objectives

For Situational Objectives the child learns specific sentences or phrases for a particular situation and therefore is not required or expected to manipulate the elements within them even though there may be limited vocabulary substitution. Although the Situational Objectives have been numbered, the sequence may be deviated from if the teacher needs to present the objectives in a different order. These objectives have been developed for the young child just beginning to learn English and they may be adapted, omitted, or added to according to the needs of the child.

2. Prefamiliarizations

The Prefamiliarizations of the NALAP sequence are developed to introduce the children to new concepts and/or structures to be used in the following Unit. Therefore, Prefamiliarizations should be presented as directed on the introductory sheet of each Unit. For Prefamiliarizations the children are not required to respond or react overtly. The teacher and/or aide introduces the concept or structure through stories or play activities in English or exploration of the idea in Navajo.

The teacher may feel that other concepts or structures need prefamiliarization. This may be done using the format and procedures of the Prefamiliarizations given in the materials.

UNIT I: Commands

S.O. 1: Recognition of brief commands.

S.O. 2: Recognition of commands with direct objects and/or adverbials.

S.O. 3: Recognition of commands with "your".

S.O. 4: Recognition of commands with indirect objects.

S.O. 5: Recognition of commands with adverbials of manner.

S.O. 6. Recognition of the "stop" command and commands in the negative.

Pacing:

Lessons: 15 - 22

Weeks: 3 (Maximum)

Present Prefamiliarization
No. 1 during this Unit.

Related Text:

American English Series:

Book One: Units 9 and 10

Book Two: Units 16 and 17

Prefamiliarization 1 : Comprehension of modal "can" in affirmative and negative forms.

Teacher Behavior: Teacher demonstrates action and says:
I can swing.

As pupil(s) perform action the teacher says:
Mike can slide.

Repeat with as many action words as possible.

Suggested Contexts:	Suggested Resources & Materials:
Recreational arts	Book: The Little Engine That Could
Storytime	(delete, "I think")

Suggested Activities:

1. Follow the Teacher: Adapt this activity from "Follow the Leader" by having a small group of pupils follow the teacher or aide, doing the same actions. As the teacher/aide does an action, such as, jumping, hopping, skipping, etc. She says: "I can jump," or "We can hop," or "Mike and Lucy can skip."

2. Storytime: Select books with stories which have alot of action. As you tell the story, use the word "can" as much as possible. For example, in the story "The Little Engine That Could", say "I can" slowly as the engine goes up the hill and fast as the engine goes down the other side.

Notes:

1. Introduce before Unit 2, S.O. 7-13.

2. Pupils are not required to give a response of any kind in response to the teacher behavior. Accept whatever response, verbal and non-verbal the pupils make.

3. Concepts of "able to" and "not able to" should be developed in both Navajo and English.

4. Only proper names and singular personal pronouns should be used as subjects.

1. Follow The Leader

The teacher chooses a "leader" and designates ten pupils (or less) to line up behind the "leader". The teacher directs an action, such as, "Run." The leader does the action and the children follow. The teacher then directs a new action, such as, "Hop." When the leader has led several actions, change leaders. Continue until all pupils participate and several pupils have been the "leader". This game provides an excellent "rest break."

2. Simon Says

Play the game in the usual manner. The teacher (or aide) gives commands, such as:

(1) Simon says, "Jump."
(2) Simon says, "Hop."
(3) "Skip."
etc.

If the teacher says "Simon says" the pupils are to do the action. If the teacher gives a command without saying "Simon says", as in Example 3, the pupils do not do the action. A puppet, with another name other than Simon, may also give the commands.

3. Indian Drum Talk

The teacher (or aide) taps a drum or tom-tom and says to the rhythm:

Indian drum says, "Jump, jump, jump."

The pupils then do the action which the drum tells them to do. (Be sure the Indian drum only gives one- and two-word commands for this S.O.)

A drum or tom-tom may be made from an empty coffee can, an old pot, a large can from the school kitchen, etc. The teacher may tap with her hands or with sticks.

STRUCTURAL OBJECTIVE 1 : Recognition of brief commands.

Estimated Lessons: /2-3/

Teacher Cue:	Pupil Response: (Non-Verbal)
Teacher sets up appropriate situation and gives commands, such as:	
Jump. Come in. Sit down.	Pupil performs requested action.

Suggested Context(s):

Classroom management behaviors
Physical Activities
Music

Suggested Vocabulary:

- come in
- sit down
- stand up
- come here
- be quiet
- turn around
- bend over
- line up
- walk
- jump
- run
- hop
- march
- skip
- tip-toe

Suggested Resources and Materials:

Puppets
Dolls
Records
Record Player

Teaching Points:

1. Recognition of a simple command followed by performance of an action.

2. A command is a transformation of "you" plus "will" plus verb.
   you + will + VP → VP

3. The verb phrase will consist of either one or two words. VP → Vi

4. Be careful not to "signal" or give away by a special look, voice intonation, a body movement, etc., what the child is to do. The pupil should respond to oral commands only.

5. In this unit, do not give two or more commands at one time. For example, "Turn around and hop."

6. "Please" may be used optionally as:
   (Please), come here.
   Sit down, (please).

   Note the cross-cultural differences in use of please.

7. Direct address may be used optionally as:
   (Mike), stand up.
   Run, (Lucy).

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 2:

1. Point - Touch Relay

Divide the group or class into two teams (e.g., A and B, Sheep and Horses, etc.) Have each team line up as for a relay. First pupil in each team is given a card designating his team (e.g., an A or B, a picture of a sheep or horse, etc.). The teacher then gives a command, such as:

Touch the chalkboard.
Point to the flag.

If the pupil performs the action correctly, his team gets a score, he gives the card to the next team member, and he goes to the end of the line. After all players have had one to three turns, add the points and reward the winning team. (For example, let the winners be first to go to recess.)

Other actions may be given than "point to" and "touch." Give commands quickly so the game will not drag.

2. Indian Drum Talk (See S.O. 1)

Use the same activity as explained in S.O. 1. Give commands, such as:

Indian drum says, "Go to the door."
Indian drum says, "Throw the ball."

Be sure the commands "fit" this objective.

3. Go, Go, Go!

Divide class into three or four groups or teams. The teacher whispers a command to each pupil in group one. The teacher then says, "Go!" The pupils then do what they were directed. A point is awarded each pupil who performs correctly. Then the other groups are given the same opportunity.

The group with the most points is the winner and is rewarded. Sample commands are:

Erase the chalkboard.
Turn off the lights.
Open the door.
Go to the sink.
Touch the trash can.

4. Dress The Doll Game

A doll and clothes for it are necessary. Paper dolls may be used. The game may be played with teams in the same way as Point-Touch Relay (S.O. 2) or the children may compete individually as follows:

Teacher gives a command, such as: "Put the dress on the doll." Pupil performs the action. If he is correct he scores a point. Then teacher goes to next pupil and gives a similar command. Pupil scores a point if he performs correctly. Continue until each child playing has been given several chances to put some article of clothing on the doll. The pupil or team scoring the highest number of points wins and is rewarded.

STRUCTURAL OBJECTIVE 2 : Recognition of commands with direct objects and/or adverbials.

Estimated Lessons: /4-6/

Teacher Cue:	Pupil Response: (Non-Verbal)
Teacher sets up appropriate situation and gives commands, such as:	
Open the door. Go to the office. Put the pencil in the box.	Pupil performs requested action.

Suggested Context(s):

- Classroom behaviors
- On-campus behaviors
- Learning readiness
- Art
- Music
- Math

Suggested Vocabulary:

Situational:	Verbs:		Nouns:
Flush the toilet.	circle	cross out	Geometric Figure terms
Get a ____.	put	pick up	classroom items
	touch	point to	
	draw	turn on	
	open	turn off	
	erase	paste	
	take	color	

Suggested Resources and Materials:

- Toys, models and classroom equipment
- Visual discrimination practice sheets
- Worksheets for coloring, cutting, and tearing
- Clay, blocks, tongue depressers, pipe cleaners, etc.
- Geometric figures
- Tape recorder and tapes with correlated work sheets

Teaching Points:

1. Extension of commands by direct objects and/or adverbials.

2. You + will + VP $\longrightarrow$ VP

   VP $\rightarrow$ $V_t + NP_2$
   Open the door.

   VP $\rightarrow$ V_i + Adv place
   Go to the office.

   VP $\rightarrow$ $V_t + NP_2$ + Adv place
   Put the pencil in the box.

3. Prepositions in adverbials are limited to "in" and "to".

4. The determiner in this Unit is limited to "the". Therefore use only one of each item being talked about.

5. Setting up the situation includes familiarization of verb and noun vocabulary.

6. Note cultural differences in "pointing". Pupils may point to inanimate objects, but do not require pupils to point with the forefinger at people.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 3:

1. Song: "Your Head, Your Shoulders"

The parts of the body and articles of clothing can be practiced by singing this song to the tune, "Here We Go 'Round the Mulberry Bush." The children pair off, and as the teacher (or aide) sings the song, each child points to or touches his partner's body parts or articles of clothing.

(1) Your head, your shoulders, your legs, your feet;
Your head, your shoulders, your legs, your feet;
Your head, your shoulders, your legs, your feet;
Turn them all around.

(2) Your shirt, your pants, your socks, your shoes;
Your shirt, your pants, your socks, your shoes;
Your shirt, your pants, your socks, your shoes;
Put them on each day.

2. Simon Says (See S.O. 1)

Play the game as explained in S.O. 1. Give commands with "your", such as:

(1) Simon says, "Touch your elbow."
(2) "Touch your knees."
(3) Simon says, "Point to your shoes."

3. Song: "This Is They Way You Wash Your Face"
(Tune: Mulberry Bush)

Any action that children can do may be sung in this song. Pupils should perform actions as teacher sings song. Sample actions are wash your face, brush your teeth, button your shirt, zip your coat, close your eyes, fold your hands, cross your legs, etc. A last line would be made up to fit the action in the song.

This is the way you wash your face, wash your face,
wash your face,
This is the way you wash your face, when you take
a bath.

4. Finger Plays

Teacher gives commands. Children follow directions.

Open your hands.
Shut your hands.
Give a little clap.
Open your hands.
Shut your hands.
Put them in your lap.

Brush your teeth
Brush your teeth
Give a little grin
Brush your teeth
Brush your teeth
Now they're clean again.

5. Action Relay (with Adverbials)

Divide class or group into two teams. Teacher gives commands containing adverbials of place and "your", such as:

Put your crayons on the table.
Hang your coat in the closet.
Sit down in your chair.

Give points to pupils who perform correctly and reward the winning team.

6. Song: If You're Happy And You Know It"

Pupils can perform action as teacher sings song. Any action the teacher desires may be substituted for "clap your hands".

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then you'll be glad to do it.
If you're happy and you know it, clap your hands.

7. Indian Drum Talk (See S.O. 1)

Use the same activity as explained in S.O. 1. Give commands, such as:

Indian drum says, "Touch your nose."
Indian drum says, "Touch your shirt."
Indian drum says, "Point to your chair."

STRUCTURAL OBJECTIVE 3 : Recognition of commands with "your".

Estimated Lessons: / 2-3/

Teacher Cue:	Pupil Response: (Non-Verbal)
Teacher sets up appropriate situation and gives commands, such as:	
Touch your nose. Open your box of crayons. Tie your shoes. Go to your table.	Pupil performs requested action.

Suggested Context(s):

Classroom procedures
Health (self-care)
Music
Learning readiness

Suggested Vocabulary:

Situational	Verbs		Nouns
Dry your hands.	wash	tuck in	body parts
Blow your nose.	brush	put on	items of clothing
	comb	take off	
	tie	write	
	button	clap	
	zip	shake	
	copy	nod	

Suggested Resources and Materials:

Items for grooming
Tape recorder
Tapes and correlated work sheet activities

Teaching Points:

1. Extension of commands by "your" as the determiner in the noun phrase.

2. You + will + VP $\Longrightarrow$ VP

   VP $\longrightarrow$ V_t + NP_2
   Touch your nose.

   VP $\longrightarrow$ V_1 + Adv Place
   Go to your table.

3. Use only the determiner "your" in this objective.

4. Most of the commands in this objective will have transitive verbs. A few will be intransitive followed by an adverbial of place.

5. This objective lends itself to helping teach body parts and items of clothing.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 4:

1. Song: "Bring, Bring, Bring The Book"
   (Tune: Row, Row, Row Your Boat)

   Use this song with the verbs give, bring, roll, bounce, etc. As the teacher sings the song, the pupils perform the action.

   Bring, bring, bring the book,
   Bring the book to me.
   Bring, bring, bring, bring, Bring the book to me.

2. Feed The Animal Game

   Toy animals and food that each animal likes is needed. For example, dog-bone; rabbit-carrot; horse-hay; cat-milk, etc. The food items may be real or models. The teacher gives commands, such as:

   Give the rabbit the carrot. or
   Give the carrot to the rabbit.

   This activity may be played as a game similar to Dress The Doll (see S.O. 2)

3. Choose-a-Picture Game

   Pictures of animals and food that each likes are placed on the chalkrail. The teacher gives commands, such as:

   Give the horse the hay. or
   Give the hay to the horse.

   The pupil may take the pictures to his seat until the next game. This activity may be played similar to Dress The Doll (see S.O. 2).

4. Ball Activities

   Teacher (or aide) gives commands about doing things with a ball, such as:

   Bounce the ball to me. or
   Bounce me the ball.

   Actions which may be used are:

   bounce
   throw
   toss
   roll
   give
   take

5. Materials Distribution

   Throughout the day when various materials and supplies need distribution, the teacher (or aide) may give commands, such as:

   Give Lucy a pencil. or
   Give a pencil to Lucy.

6. Give Me/Show Me Activities

   (a) Give the pupil(s) three picture or objects. Tell the pupil(s) to give you the one he hears you say, such as:

   Give me the _____. or
   Give the _____ to me.

   (b) Put pictures of familiar objects or animals on flash cards and display them on a chart rack. The teacher gives commands to the pupils, such as:

   Show me the dog. or
   Show the dog to me.

   The pupil chooses the dog and holds it up for the teacher (and class) to see.

STRUCTURAL OBJECTIVE 4 : Recognition of commands with indirect objects.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response: (Non-Verbal)
Teacher sets up appropriate situation and gives commands, such as:	
Bring me the book. Bring the book to me. Show the class your picture. Show your picture to the class. Give Lucy the pencil. Give the pencil to Lucy.	Pupil performs requested action.

Suggested Context(s):

Recreational Arts
Science

Suggested Vocabulary:

Verbs	
bring	roll
show	bounce
give	throw
take	kick

Suggested Resources and Materials:

Balls
Classroom items
Dolls and clothes (paper dolls may be used.)
Pictures of animals and appropriate food items
Tape recorder and tapes
Magnetic or flannel-board and materials

Teaching Points:

1. Extension of commands by indirect objects.

2. You + will + VP $\longrightarrow$ VP

   VP $\longrightarrow V_t + NP_3 + NP_2$
   Bring me the book.

   The indirect object may come after the direct object.

   VP $\longrightarrow V_t + NP_2 + \text{to} + NP_3$
   Bring the book to me.

3. Verbs are limited to those that take "to" before the indirect object.

4. The determiner in this Unit is limited to "the". Therefore use only one of each item being talked about.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 5:

1. Rhythm Game

Teacher (or aide) gives rhythmic commands, such as:

Tap the desk softly.
Beat the drum loudly.
Clap your hands slowly.

The pupils perform the action in the manner requested.

2. Pull The Dog

Use a pull toy for this activity. Teacher directs a pupil by giving commands, such as:

Pull the dog slowly.
Pull the bear quickly.

The pupils perform the action in the manner requested.

3. Simon Says (See S.O. 1)

Play this game as explained in S.O. 1. The teacher or puppet gives commands, such as:

Touch your shoulders quickly.
Clap your hands softly.

The pupils perform the action in the manner requested.

4. Indian Drum Talk (See S.O. 1)

Use the same activity as explained in S.O. 1. Give commands, such as:

Indian drum says, "Run, run fast."
Indian drum says, "Walk, walk slowly."

The pupils perform the action in the manner requested.

STRUCTURAL OBJECTIVE 5 : Recognition of commands with adverbials of manner.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and gives commands, such as:	
Walk slowly. Clap your hands softly. Run quickly to the dorm.	Pupil performs requested action.

Suggested Context(s):

School management behaviors
Music
Recess

Suggested Vocabulary:

Situational	Adverbials of Manner	
Sit up straight.	slowly	quietly
	fast	quickly
	softly	loudly

Suggested Resources and Materials:

Pull toys
Record player
Records

Teaching Points:

1. Extension of commands by adverbials of manner.

2. You + will + VP $\longrightarrow$ VP

   VP $\longrightarrow$ V_i + Adv manner
   Walk slowly.

   VP $\longrightarrow$ V_t + NP + Adv manner
   Clap your hands softly.

   VP $\longrightarrow$ V_i + Adv manner (+Adv place)
   Run quickly to the dorm.

3. In this objective, the adverbial of manner is obligatory. Use only the adverbials of manner listed in Suggested Vocabulary.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 6;

1. Traffic Game:

A group of ten (or less) pupils make a line behind the teacher aide or a pupil. The teacher directs the "leader" (teacher aide or pupil) to perform actions, such as:

Walk. Stop.
Walk. Don't run.

The pupils, at first, may follow "the leader," and then later each may be directed individually to do various actions.

This activity will be more effective if you use "props", such as: whistle, policeman's hat, a minature stop sign, etc.

2. Ball Activities (See S.O. 4)

Teacher (or aide) gives commands about doing things with a ball, such as:

Bounce the ball. Stop.
Throw the ball. Don't bounce the ball.

If you use the "stop" command, the action should be a continuing one.

3. Simon Says (Adaptation)

Give paired positive and negative commands very rapidly, such as:

Clap you hands.
Don't clap your hands.
Touch your feet.
Don't touch your feet.
Don't point to the door.
Point to the door.

The object is to help pupils listen carefully to distinguish between positive and negative commands. You may start the activity by giving the commands slowly and gradually building speed. You may do this activity with either a group of pupils or individual children.

STRUCTURAL OBJECTIVE 6 : Recognition of the "stop" command and commands in the negative.

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response: (Non-Verbal)
Teacher sets up appropriate situation, and gives commands, such as:	
1. Run. Stop. Clap your hands. Stop.	1. Pupil responds appropriately.
2. Walk. Don't run. Don't jump. Hop.	2. Pupil responds appropriately.

Suggested Context(s):

Social Studies
Health and Safety
Recess

Suggested Vocabulary:

Select from objectives in this unit.

Suggested Resources and Materials:

Toy cars and trucks
Traffic signs
Policeman's materials (hat, whistle, etc.)

Teaching Points:

1. Introduction of concepts of negation. Extension of commands by the negative transformation.

2. The negative command, such as "Don't run", is a result of two transformations.

   You + will + VP →

   You + will + not + VP →

   Do + not + VP

   The negative command "Stop" is a regular command, however, its meaning connotes the negative.

3. The two different commands, "stop" and "don't", should be taught separately. The "stop" command should be taught first.

4. The double command, "Don't stop" should not be used at this time.

5. Select only vocabulary that is known. Do not introduce new vocabulary.

6. "Please" and names of direct address may be used optionally. See S.O. 1, T.P. 6-7.

UNIT II: Modal "Can"

S.O. 7: Production of a short/expanded short answer in response to the "who" question using the modal "can".

S.O. 8: Production of a statement using the modal "can".

S.O. 9: Production of a statement using a common noun, preceded by the determiner "the", as the subject.

S.O. 10: Production of a statement using "you" as the subject.

S.O. 11: Production of two related statements contrasting "you" and "I".

S.O. 12: Recognition of a "yes/no" question using the modal "can".

S.O. 13: Production of a negative statement using "not" with the modal "can".

Pacing:

Lessons: 15 - 27

Weeks: 3 (Maximum)

Present Prefamiliarization

No. 2 during this Unit.

Related Text:

American English Series

Book Three: Unit 21

Prefamiliarization 2 : Recognition, comprehension and discrimination of color terms.

Teacher Behavior:

Teacher sets up situation in which she and/or the aide introduce and develop selected color concepts and terms.

Suggested Contexts:

- Arts & Crafts
- Learning readiness activities
- Cooking activities
- Health (foods)

Suggested Resources & Materials:

- Colored blocks, sticks, toothpicks, etc.
- Art paper, tag board
- Cooking materials
- Color wheel

Suggested Activities:

1. Dial-a-Color
   The teacher makes a large color wheel that shows three colors (e.g. red, blue, yellow). The wheel has a clock-like dial in the center. The teacher turns the dial to a color and says its name. The child associates this color with colors like it that he sees in the room. The teacher adds three new colors after the color concepts have been learned. This procedure continues until all the basic colors have been taught.

2. Face Game
   The teacher cuts large circles out of colored tag board, approximately 18" in diameter. She points to one circle and says the color of the circle (e.g. "Red".) The aide or puppet draws a "happy face" in the circle. The teacher then points to another circle and says another color, (e.g. "Yellow.") A pupil is directed to draw a "happy face" in the circle. Other colors are handled in a similar way, adding new colors on different days.

Notes:

1. Introduce before Unit 3, S.O. 14 - 19.
2. Only two or three color concepts should be introduced and developed at a time.
3. Color concepts may be reinforced in Navajo by the aide.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 7:

1. Clap a Rhythm

The teacher claps a rhythm and asks, "Who can clap a rhythm like this?" When a pupil succeeds, the class or one pupil can say, "Mike can," or the pupil who clapped the rhythm can say, "I can." The activity can be varied by tapping a rhythm with a pencil or ruler.

2. Action Cheer

A pupil is directed to do an action, such as: run, jump, clap, open the door, etc. The teacher then asks, "Who can _____?" The class or a pupil responds, "Mike can. Mike can, Mike can." The pupil who performs the action can say, "I can, I can. I can."

3. Animal Talk

The teacher shows pictures of animals or reads an animal story. A pupil is directed to imitate the sound of the animal in the picture or story. The teacher asks, "Who can bark?" A pupil answers, "Lucy can." Continue in the same manner giving as many pupils as possible the opportunity to participate in both roles.

4. Small Group Talk During Art or Play Activities

During an art activity or at recess, give individual children the opportunity to answer questions about what they can do, such as:

Who can swing?
Who can jump rope?
Who can draw a tree?

When a pupil responds with "I can," he should then do what he said he can do.

5. Puppet Show

Let pupils use hand puppets to answer questions, such as:

Who can draw a circle?
Who can skip?
Who can moo?

The child with the puppet should then do what he said he can do.

STRUCTURAL OBJECTIVE 7 : Production of a short/expanded short answer in response to the "who" question using the modal "can"

Estimated Lessons: /2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Who can jump?	1. Mike./Mike Begay. Mike can.
Who can draw a circle?	2. I can.
Who can walk slowly?	

Suggested Context(s):

Arts and Crafts
Math
Recreational Arts

Suggested Vocabulary:

Select from vocabulary of Unit I.

New Vocabulary:

moo
woof
meow

Suggested Resources and Materials:

Toy animals or pictures of animals
Puppets and dolls
Pets
Record: Sounds I Can Hear. (Scott-Foresman)
Teacher-prepared work sheets

Teaching Points:

1. Recognition of "who" question by giving an appropriate verbal response. Introduction of the modal "can" verb construction.

2. In pupil response one, there are two acceptable answers.

   NP or NP + can
   Mike. Mike can.

   In pupil response two, there is only one possible form.

   NP + can
   I can.

3.

NP	modal
I	can
Mike	(can)
Lucy	
Rover	
etc.	

4. "Can" connotes an ability to do something, not an aspect of time. The appropriate situation should randomize continuing and completed behaviors.

5. Note that the answers to the questions in this objective are not statements. (See Glossary for definition of answers.)

6. Puppets, pets and toy animals used should be given permanent names (e.g. Rover, Fido, Buster, etc.)

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 8:

1. Add-A-Body Part

Draw the head and trunk of a named person on the chalkboard. As parts of the body are drawn (e.g., eyes, ears, hands, etc.), the pupil(s) says what the person can do. (e.g., If you draw eyes, the sentence would be, "Toto can see."

You may also use flannel board cut-outs or tagboard marionettes for this activity.

2. Sounds Around

A pupil who is "It" closes his eyes or turns his back to the class. Another pupil is directed to do an action which may be recognized by its sound (e.g., a clap, a whistle, a knock, etc.) When the teacher says to "It", "Tell me about Mike," "It" responds with the appropriate sentence, such as, "Mike can whistle."

3. Animal Sounds

Conduct this activity as Sounds Around except have a pupil make an animal sound (e.g., bark, oink, moo, meow, etc.) "It" would say the appropriate sentence, such as, "Mike can moo."

4. Song: "Mike Can Run"

This song can be sung to several tunes, such as "Three Blind Mice", "Mary Had a Little Lamb", "Are You Sleeping", etc. Make the tune fit the name of any person and action they can do. For example, to the tune "Skip To My Lou", you can sing the following:

Mike can run. Mike can run.
Mike can run. Mike can run.
Mike can run. Mike can run.
Mike can run and run.

5. Grab Bag

Write many actions on pieces of paper and put them in a bag or sack. Have each child draw one out, whisper to him what it says, and direct him to do the action. Either have him or another pupil tell what he can do.

STRUCTURAL OBJECTIVE 8 : Production of a statement using the modal "can"

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Tell me about Mike.	Mike can jump.
Tell me about yourself.	I can draw.

Suggested Context(s):

Arts and Crafts
Math
Recreational arts

Suggested Vocabulary:

Select from known vocabulary.

Suggested Resources and Materials:

Toy animals, puppets, dolls, pets, etc.
Pictures of animals

Teaching Points:

1. First production of a statement.

2. $NP_1 + V_i$

$V_i \rightarrow Aux + V$

$Aux \rightarrow T + M$

$T \rightarrow Present$

$M \rightarrow can$

3\.

NP	Modal	V
Mike	can	run
Rover		bark
I		jump
etc.		etc.

4. Statements are not cued by questions. See Rationale for convention to elicit statements. Become familiar with this convention so you can use it consistently.

5. In this objective, statements should be about pupils' visible actions during the lesson.

6. The reflexive "yourself" may need to be explained in Navajo.

7. Accept direct objects and adverbials pupils give without comment.

8. Give numerous examples before pupils are required to produce statements on their own.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 9:

1. Add-A-Body Part (See S.O. 8)

For this objective draw the head and trunk of a person or animal without a name. As a part of the body is drawn, the appropriate sentence can be given, such as:

The boy can hear.
The woman can talk.
The horse can run.

2. Stop The Record

Play a record containing many animal sounds, real or stereotyped, as in "Old McDonald Had a Farm." Stop the record after a sound is made by an animal. Designate a child to tell about the animal, such as:

The cow can moo.
The pig can oink.

You may play the record behind the pupils' backs so they cannot see when you stop the record.

3. Spinner Board

Prepare a spinner board with pictures of animals. Pupils take turns spinning the spinner. When the spinner stops on an animal, the pupil must make a statement such as: The dog can bark. Scores may be kept if desired.

4. Science Experiments

The teacher places a toy boat in a pan of water. The children observe. The teacher uses her aide or puppet to illustrate saying, "Tell me about the boat". The aide or puppet responds, "The boat can float". The teacher uses a ball to illustrate roll or bounce. The children then select various objects

from table (marble, bell, bottle, stick, etc.) and tell about them. Make sure the objects will either float, bounce, or roll.

STRUCTURAL OBJECTIVE 9 : Production of a statement using a common noun, preceded by the determiner "the", as the subject.

Estimated Lessons: /2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Tell me about the dog.	The dog can bark.

Suggested Context(s):

Science
Social Studies
Math
Recreational Arts

Suggested Vocabulary:

Nouns:

Animals:
dog
horse
cat
cow
sheep

Other:
marble
ball
boat

Verbs:

float
roll
bounce
see
hear
smell
feel
touch
moo
meow
neigh
bark
baa

Suggested Resources and Materials:

Record player and records
Toto (American English Series, Book 2, p. 153)
Pumpkin boy
Objects: toy boats, sticks, tub of water, etc.
spinner board with pictures of animals

Teaching Points:

1. Extension of the modal "can" verb construction by using common nouns as the subject.

2. $NP_1 + V_1$

   $NP \rightarrow Det + N$

   See S.O. 8 T.P. 2 for other phrase structure rules.

3\.

Det	N	M	V
the	dog cat ball etc.	can	bark meow bounce etc.

4. Note that statements are not cued by questions.

5. The appropriate situation must include objects, toys or pictures.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 10:

1. Song: "You Can Do This" (Tune: Skip To My Lou)

Pupils can sing this song with any action they are capable of performing.

You can skip. You can skip.
You can skip. You can skip.
You can skip. You can skip.
You can skip and skip.

Skip, skip, you can skip.
Skip, skip, you can skip.
Skip, skip, you can skip.
You can skip and skip.

An alternate form of this song may include three actions, for example:

You can run and hop and jump.

2. Class Dismissal

This activity is used for reinforcement at anytime the class is dismissed to leave the room. The teacher or aide performs an action. If a pupil can say, "You can _____", the child may line up to leave.

3. Grab Bag (See S.O. 8)

Adapt this activity to fit this S.O. After a pupil has drawn out an action to do, direct him to perform the action, and have another pupil tell what he can do, such as:

You can sing.
You can write.
You can hop.

4. Animal Sounds (See S.O. 8)

Adapt this activity for this objective. Designate a pupil to make certain animal sounds. Another pupil looks at the first pupil and says, "You can _____." (e.g., moo, bark, etc.)

5. Clown Face

Direct a pupil to pretend he is a clown and to either laugh, smile, frown, or cry. Another pupil tells what the clown can do, such as:

You can frown.
You can laugh.

STRUCTURAL OBJECTIVE 10: Production of a statement using "you" as the subject.

Estimated Lessons: /2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation between two people and gives examples of the statement such as:	Pupil says to his partner.
You can hop.	You can skip.

Suggested Context(s):

Recreational Arts
Arts and Crafts
Health
Music

Suggested Vocabulary:

hop
skip
jump
run
walk
swing
slide

cry
smile
frown

draw
paste
cut
paint

Suggested Resources and Materials:

Playground equipment
Art supplies

Teaching Points:

1. Introduction of the pronoun "you" as the subject of the statement being produced.

2. NP + V_i

3\.

NP	M	V
You	can	skip hop swing etc.

4. In this objective use intransitive verbs only. Avoid sensory verbs.

5. Pupils should look at person to whom he is talking. Consider the cultural differences between Navajo and English speakers when talking to one another.

6. Note that statements are not cued by questions.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 11:

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1. Song: "You Can Skip" (Tune: Skip To My Lou)

For this objective the entire song may be used. Any action word may be used as long as the pupils can perform the action.

You can run. I can, too.
You can run. I can, too.
You can run. I can, too.
You and I can run.

Run, run, you can run.
Run, run, you can run.
Run, run, you can run.
You and I can run.

2. "You Can, Too" Tag

Children are standing in a circle. A child is in the middle of the circle. He (child in middle) performs an action and then says, "I can _____". He immediately touches a child in the circle and says, "You can, too". The child touched performs the same action and enters the center of the circle. The first child leaves the center and joins the circle.

3. "Do As I Do" Tag (Playground Activity)

A pupil who is selected to be "It" does an action, such as: run, hop, skip, crawl, etc. Another pupil who volunteers to be chased says to "It", "You can _____. I can, too." Both pupils begin doing the action as "It" tries to tag the pupil who is imitating his action. If "It" tags the imitator, then the imitator becomes "It." The person who is "It" may chase more than one pupil (imitator) at a time.

4. Grab Bag (See S.O. 8 and 10)

After a pupil has drawn out an action to do from a bag, direct him to perform the action. Direct another pupil to tell what he can do and then to do it himself. For example:

P1: Does an action, such as jump.
P2: Says, "You can jump. I can, too."
Then he also jumps.

5. Animal Sounds (See S.O. 8 and 10)

After a pupil has imitated an animal sound, another pupil says: "You can bark, I can, too." Then he also has to imitate the animal sound.

6. Clown Face (See S.O. 10)

After the pupil who is pretending to be the clown either laughs, smiles, frowns, or cries, another pupil says:

"You can cry. I can, too."

Then he also has to imitate the action.

STRUCTURAL OBJECTIVE 11 : Production of two related statements contrasting "you" and "I".

Estimated Lessons: /2-4/

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and gives examples, such as:	Pupil says to his partner.
	I can hop. You can, too.
I can jump. You can, too.	You can smile. I can, too.

Suggested Context(s):

Recreational arts
Arts and crafts
Health
Music

Suggested Vocabulary:

Select from known vocabulary.

Suggested Resources and Materials:

Playgound equipment
Art supplies

Teaching Points:

1. First production of sequenced sentences in order to contrast the pronouns "you" and "I".

2. $NP_1 + V_1$

3.

NP	M	V	NP	M	Adv ref
I	can	hop	you	can	too
You		smile	I		
		sing			
		etc.			

4. Note that the second sentence requires the deletion of the verb and addition of "too".

5. The concept of "too" may need to be explained in Navajo.

6. In this objective use intransitive verbs only. Avoid sensory verbs.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 12:

1. Intensive Questioning

Each child is given a chance to respond to intensive questioning on their old and/or new language experience activities. (e.g. "Can Lucy run?" Child nods head or says, "Yes." "Can the boat fly?" Child shakes head or says, "No.")

2. Song: "Willie Nez" (Tune: Lazy Mary)

Willie Nez, can you jump?
Can you jump? Can you jump?
Willie Nez, can you jump?
Can you jump today?

Yes, teacher, I can jump.
I can jump. I can jump.
Yes, teacher, I can jump.
I can jump today.

You may substitute a variety of known action words.

3. Nursery Rhyme Time

Use nursery rhymes the pupils know or teach them 2 or 3 new ones. Ask questions about the characters in the rhymes, such as:

Can Little Bo Peep find the sheep?
Can the cow jump over the moon?
Can the lamb go to school?

The pupils give an appropriate response.

4. Animal Sounds

Ask the pupils if they can make a sound imitating an animal, such as:

Can you bark?
Can you neigh?

If a child responds with "Yes", direct him to make the sound. If the child responds with "No", accept his answer and go to another pupil.

STRUCTURAL OBJECTIVE 12 : Recognition of a "yes/no" question using the modal "can".

Estimated Lessons: 1-3

Teacher Cue:	Pupil Response: (Non Verbal/ Verbal)
Teacher sets up appropriate situation and asks:	
1. Can Lucy run?	1. Nod head./Yes.
2. Can Mike touch the sky?	2. Shake head./No.

Suggested Context(s):

Recreational Arts
Arts and crafts
Music
Learning Readiness

Suggested Vocabulary:

Select from known vocabulary.

Suggested Resources and Materials:

Playground equipment
Art supplies
Rhythm band instruments
Learning readiness work-sheets
Pictures of nursery rhyme characters

Teaching Points:

1. Recognition of the "yes/no" question by an appropriate response. Introduction of "yes/no" question transformation.

2\.

$$\text{Non-verbal response} \rightarrow \begin{Bmatrix}\text{Nod head}\\ \text{Shake head}\end{Bmatrix}$$

$$\text{Verbal response} \rightarrow \text{Sentence Adv}$$

$$\text{Sentence Adv} \rightarrow \begin{Bmatrix}\text{yes}\\ \text{no}\end{Bmatrix}$$

3. Either a non-verbal or verbal response should be accepted in this objective.

4. Note that answers to "yes/no" questions are not statements. In this objective they are short answers. (See Rationale.)

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 13:

1. Bingo (Adaptation)

Make up Bingo cards of 4 to 9 squares, each with a different (line) drawing of an animal or an object in each square on the cards. (Pictures gotten from old phonics workbooks are very handy). The teacher calls the name of the animal or object and the first pupil to make an appropriate negative statement about it, if he has it on his card, places a counter over it. Some or all of the squares must be covered to win, as desired. Examples of statements are:

A dog.	"The dog can't moo."
A rock.	"The rock can't float."

2. Reverse of Add-A-Body Part

Put a completed drawing of a person on the chalkboard. (Flannel or tagboard cut-outs may be used.) Remove or erase one part of the body at a time. If the mouth is removed, an appropriate sentence would be:

The boy can't talk/sing/laugh/etc.

3. Broken Arm Game

Use a large scarf and tie up a pupil's arm to pretend it is broken. Statements can be made about what the pupil cannot do, such as:

Mike can't write.
Mike can't play ball.

This activity may be extended to include blindfolding (e.g., Mike can't see.) or putting a scarf over a person's mouth or ears. (e.g., Mike can't talk. Mike can't hear.)

4. Three-Picture Activity

Teacher chooses three related pictures. Display all three pictures and ask a pupil to tell about the pictures with statements like the following:

(1) a boy running	"The boy can run."
(2) a girl running	"The girl can run."
(3) a baby	"The baby can't run."

Another example would be pictures of a big dog named "Biff", a little dog named "Tiff", and a cat named "Kid Kit." Statements about the pictures might be:

Biff can bark.
Tiff can bark.
Kid Kit can't bark.

5. Spinner Board (See S.O. 9)

Use the animal picture spinner board prepared for game in S.O. 9. Play as explained in S.O. 9, but a pupil makes a statement about something the animal cannot do as: "The dog can't moo."

This game may also be played as a contrast of "can" and "can't". The pupils select an animal sound. (e.g. meow) A pupil spins the spinner. If the spinner stops on the cat, the pupil says: "The cat can meow." If the spinner stops on some other animal (e.g. a cow), the pupil must say: "The cow can't meow." (Scores may be kept if desired.)

6. I Can't See

Pupils are divided in pairs. First pupil of each pair chooses something and shows it to his partner. The pupil who has the object, hides it. His partner says, "I can't see the _____." Keeping the object hidden the first pupil changes the hiding place and his partner again says, "I can't see the _____." Keeping the object hidden the first pupil changes the hiding place and his partner again says, "I can't see the _____." The partners do this 2 or 3 times. Then the pupil holding the object holds it up and his partner says, "I can see the _____." Partners exchange roles and proceed in the same manner.

STRUCTURAL OBJECTIVE 13 : Production of a negative statement using "not" with the modal "can".

Estimated Lessons: 2-3

Teacher Cue:	Pupil Response:
Teacher sets up an appropriate/ pretend situation and says:	
1. Tell me about Mike.	1. Mike can't fly.
2. Tell me about the bird.	2. The bird can't bark.
3. Tell me about yourself.	3. I can't swim.

Suggested Context(s):

Science
Learning Readiness
Story Hour

Suggested Vocabulary:

Select from known vocabulary.

Suggested Resources and Materials:

Pictures and cut-outs
Toto (puppet)
Pumpkin Boy
Game boards and materials
Books: I Can't, Said the Ant
It's Easy, It's Hard

Teaching Points:

1. First production of statements in the negative. Extension of the modal "can" verb construction by the negative transformation.

2. $NP_1 + V_i$

$V_i \rightarrow can + V$

Negative Transformation

$NP_1 + can + V \Longrightarrow NP_1 + can + not + V$

3.

NP	M + not	V
I	can't	fly
You		write
Mike		bark
The dog		draw
etc.		etc.

4. "I" & "you" are the only pronouns to be used in this objective.

5. Help children to understand what a pretend or make-believe situation is.

6. Do not introduce new vocabulary since the negative concept is being developed through verbalization.

7. Be sure to pronounce distinctly the "t" on "can't" since there is little difference in the pronunciation of "can't" and "can".

8. Accept direct objects and adverbials the pupils give without comment.

9. Teach the contracted form "can't". If pupils say "cannot", accept as correct.

UNIT III: Verb "Be" with Predicate Adjective

S.O. 14: Production of a short answer using a color term in response to a "what" question.

S.O. 15: Production of a shortened answer using "it's" with a color term in response to a "what" question.

S.O. 16: Production of a statement using the verb "be" with color and size terms.

S.O. 17: Production of a negative statement followed by its correcting sentence using the verb "be".

S.O. 18: Production of a short/shortened answer in response to a "yes/no" question using the verb "be".

S.O. 19: Production of a statement using adjectives in two different positions.

__Pacing__:

Lessons: 12 - 20

Weeks: 3 (Maximum)

Present Prefamiliarization

No. 3 before S.O. 16.

__Related Text__:

__American English Series__

Book One: Unit 30 & 31

__CITE__

Syntax -6

Lessons 159 - 161

Prefamiliarization 3 : Recognition, comprehension, and discrimination of size terms.

Teacher Behavior:

Teacher sets up situations in which she and/or the aide introduce and develop size concepts and terms.

Teacher gives commands, such as:

Bring me the big book.
Show me the tall building.
Point to the thin man.

Suggested Context(s):

Arts and crafts
Learning readiness activities
Science (outdoors)

Suggested Resources and Materials:

Playgound equipment
Trees, bushes, stones, etc.
Toy animals
Objects, such as hats, shoes books, boxes, etc.
Charts or posters

Suggested Activities:

(1) Poster and Charts: Prepare several posters and/or charts which clearly illustrate the various size terms suggested in Note No. 3. The teacher leads the aide or puppet to identify the illustrations by having them point to the correct picture. For example, a big ball and a little ball; a fat man and a thin man; etc.

(2) Toy Aminals: Teacher collects many toy animals, such as farm, zoo, stuffed, etc. The aide or puppet is directed to point to, touch, or hold the animal described by a size term. For example, a tall giraffe, a short kangaroo, a little lamb, a big sheep, etc.

Note: Any objects around the school may be used; playground equipment, classroom objects and supplies, etc.

Notes:

1. Introduce before S.O. 16 in Unit 3.

2. Only 2 to 4 size concepts should be introduced and developed at a time.

3. Limit adjectives of size to the following:

   big - little
   large - small
   long - short
   tall - short
   fat - thin
   high - low

4. Difficulties may arise in using "tall", "long", and "high". Teachers should be consistent in the use of these terms.

5. Carefully select items to be described with size terms.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 14:

1. Hats - Hats - Hats

All pupils make colorful hats from construction paper. After hats are made, the pupils are directed to wear their hats for this activity. The teacher points to a hat and asks, "What color is the hat?" Pupils give the correct color term as a response. (Note: Save the hats as they may be used in later S.O.'s)

2. What Color Is The Clown

Using a large picture of a colorful clown, ask pupils the "what" question in reference to the color of the clown's nose, mouth, ears, shoes, shirt, etc. Pupils give the correct color term as a response.

3. Nursery Rhyme Colors

Using pictures of known nursery rhyme or storybook characters, the teacher points to items and asks about its color. For example:

What color is the lamb?	White.
What color is the dress?	Blue.

4. Guess What Color

Place several colored objects in a large box. (Be sure the objects and colors are known to the pupils.) A pupil is selected to look in the box for a period of time. After the box lid is shut, the teacher asks, "What color is the _____?" The pupil responds by remembering the color of the object.

STRUCTURAL OBJECTIVE 14 : Production of a short answer using a color term in response to a "what" question.

Estimated Lessons: /1-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. What color is the pencil?	1. Red.
2. What color is Rover?	2. Brown.

Suggested Context(s):

Arts and Crafts
Learning Readiness
Math
Science (outdoor)

Suggested Vocabulary:

Colors:
red
blue
yellow
green
orange
purple
black
white
brown
gray
tan
pink

Suggested Resources and Materials:

Art paper and other art supplies
Toy animals and classroom pets
Classroom items of various colors
Pictures of nursery rhyme and story book characters
Picture of clown
Colored hats

Teaching Points:

1. First production of a color term as a predicate adjective. Prefamiliarization of the "what" question.

2. Pred Adj → color term

3. Note that the answers to the question in this objective consist of only one word. If the pupil responds with "It's red," accept it as correct. If the response is a statement such as: "The ball is blue" use Correction Technique No. 2.

4. Only names of classroom pets and toy animals and singular count nouns should be used in the questions of this objective.

5. In setting up the situation in this objective, use a variety of items but use only one of each because the determiner is limited to "the".

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 15:

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1. Caps And More Caps

Collect or make caps/hats representing various occupations, such as: nurse, fireman, policeman, farmer, ball player, soldier, etc. The caps may be either worn or displayed. The teacher asks the questions, "What color is the hat/cap?" and the child responds with the correct shortened answer, "It's _____."

2. Bugs, Bees, And Butterflies

Use pictures of insects that are one color only (e.g., a black bug, a green grasshopper, a yellow butterfly, etc.) The teacher points to the insect (or hands it to the pupil to hold) as she asks the question of this objective. Pupils give appropriate response, "It's _____."

3. Hats - Hats - Hats (See S.O. 14)

Have each pupil wear the hat he has made and model it before the class or group. The question and answer of this S.O. can then be asked and answered.

4. Fishing Pond

Paste pictures of familiar things on fish cut from construction paper. Put a paper clip on each fish. Let pupils "fish" with a pole or stick with a magnet on the string. When a fish is caught, ask the question of this S.O. and let pupil give the correct shortened answer.

(For a fishing pond, cover a cardboard box with blue paper.)

STRUCTURAL OBJECTIVE 15 : Production of a shortened answer using "it's" with a color term in response to a "what" question.

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
What color is the ball?	It's red.

Suggested Context(s):

Arts and Crafts
Learning Readiness
Math
Science (outdoors)

Suggested Vocabulary:

red
blue
yellow
green
orange
purple
black
white
brown
gray
tan
pink

Suggested Resources and Materials:

Art paper and other art supplies
Colored hats
Hats representing known occupations
Pictures of insects

Teaching Points:

1. Production of a color term as a predicate adjective in a shortened answer. (See Glossary).

2. The shortened answer consists of the pronoun "it", the verb "be", and a color term.

$NP + V_{be} + Adj$

$NP \rightarrow it$

$V_{be} \rightarrow is$

$Adj \rightarrow color\ term$

3.

NP + be	Pred Adj
It's	red blue black etc.

4. If the pupils respond with a short answer or a statement, use Correction Technique No. 2 to elicit the shortened answer.

5. Teach the contracted form "it's". If the pupils say "it is", accept as correct.

1. Surprise Box

Place inside a box many familiar objects which are of one color only. As pupils pull an object from the box, he gives a statement about the object's color, such as:

The ball is yellow.
The block is green.
The shoe is brown.

2. Fishing Pond (See S.O. 15)

Conduct the activity the same way as explained in S.O. 15, however, you may add fish which have pictures illustrating size terms. For example,

The building is tall.
The baby is short.
The man is fat.
The lady is thin.
The mouse is little.

3. Spinner Board

Place known objects or pictures around a spinner board which illustrate color or size terms. A pupil turns the spinner and gives a statement about the object or picture it stops on. For example:

The leaf is green.
The pencil is long.

4. Guess What Color - Adapted (See S.O. 14)

Conduct this activity similar to the one explained in S.O. 14. After a pupil looks in the box, he then tells about as many items as he can remember, using color or size terms.

For example:

The marble is green.
The pencil is yellow.
The ruler is long.
The brush is short.

You can keep points and/or divide into teams to give this activity added interest.

STRUCTURAL OBJECTIVE 16 : Production of a statement using the verb "be" with color and size terms.

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Let's talk about the $\left\{\begin{matrix}\text{color}\\\text{size}\end{matrix}\right\}$ of these things in the same way.	The ball is blue. The stick is long.

Suggested Context(s):

- Science (outdoors)
- Arts and Crafts
- Math (geometry)
- Music
- Learning Readiness

Suggested Vocabulary:

Known color terms

Known geometric figure terms. See S.O. 2

size terms

big - little

large - small

long - short

tall - short

fat - thin

high - low

Suggested Resources and Materials:

- Art paper and other supplies
- Geometric figures
- Toy animals and/or pictures of animals
- Science charts
- Fish pond and fishing pole with magnet
- Spinner board

Teaching Points:

1. First production of a statement with the verb "be" and a predicate adjective.

2. $NP_1 + V_{be} + Adj$

   $NP \rightarrow Det + N$

   $V_{be} \rightarrow is$

   $Adj \rightarrow$ color and size term

3.

Det	N	V_{be}	Adj
the	ball	is	blue
	stick		long
	cat		small
	tree		green
	etc.		etc.

4. Adjectives are limited to color and size terms. See Suggested Vocabulary.

5. Present this structure with color terms. Then use size terms in practice and transfer phases of the lesson.

6. Note that size terms in Suggested Vocabulary are paired. Be sure to have one of each.

7. Note that the statement is not cued by a question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 17:

1. Art Fun

Have pupils draw and color pictures according to specific directions. (e.g., a yellow sun, a green tree, an orange flower, a blue lake, a gray mountain, etc.) The pictures may be used to talk about. For example, "The sun isn't red. It's yellow."

Pupils may also draw pictures illustrating size terms according to specific directions. (e.g. a short boy, a tall man, a little dog, a big dog, a fat boy, a thin boy, etc.) These may also be used to be talked about by the pupils. Be sure the paired pictures are both displayed at the same time.

2. Colored Marbles

Collect several items which may be described by their color. (e.g., a red truck, a yellow pencil, a blue ball, a green pear, etc.) Place a colored marble (or crayon) that has a different color beside each object. (e.g., Place a blue marble beside the red truck.) Use the color of the marble (or crayon) to cue the negative statement. (e.g., The truck isn't blue. It's red.)

3. Fishing Pond (See S.O. 15 and 16)

Let children "go fishing" and talk about the picture on the fish they catch.

4. Spinner Board (See S.O. 16)

Use the spinner board and let children talk about the objects or pictures on the board. It is preferable if you select different objects or pictures than those used in S.O. 16.

STRUCTURAL OBJECTIVE: 17 : Production of a negative statement followed by its correcting sentence using the verb "be".

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Let's talk about these things in the same way.	The ball isn't red. It's blue. The stick isn't short. It's long.

Suggested Context(s):

Science (outdoors)
Arts & Crafts
Math (geometry)
Music

Suggested Vocabulary:

Known color terms
Known size terms (see S.O. 16)

Suggested Resources and Materials:

Art paper and other supplies
Geometric shapes and figures
Picture of clown
Toy animals
Science charts
Colored objects, such as marbles, sticks, etc.

Teaching Points:

1. First production of sequenced sentences contrasting the negative and positive.

2. Negative Transformation

$NP_1 + V_{be} + Adj \longrightarrow$
$NP_1 + V_{be} + not + Adj$

3.

Det	N	V_{be} + not	Adj	NP+V_{be}	Adj
The	ball sky stick etc.	isn't	red green long etc.	It's	pink blue short etc.

4. Adjectives are limited to color and size terms. See Suggested Vocabulary.

5. A correcting sentence is optional, but is obligatory in this objective.

6. Teach the contracted forms "isn't" and "it's". Use the contraction "ball isn't" rather than "ball's not."

7. Note that in the pupil response the primary accent is on "isn't" in the negative statement and on the adjective in the correcting sentence.

8. An optional extension of this objective is the production of a positive statement followed by its related negative statement

1. Art Fun (See S.O. 17)

Use the pictures drawn for S.O. 16 to ask and answer the question in this objective. For example:

T: Is the sun red?
P: No, it isn't.
T: Is the tree tall?
P: Yes, it is.

Remember to display paired pictures illustrating size terms (e.g., a tall man and a short boy).

2. Concealed Objects

Place several familiar objects on a table in front of the room. Conceal or hide three or four objects from the view of the pupils. Ask the question of this objective about the objects which are concealed. For example:

Is the truck red?
Is the ruler long?

3. Guess What Color - Adapted (See S.O. 16)

Place a large variety of objects in a box which may be described by either color or size. One child at a time is selected to look in the box for a short period of time, and then the lid is shut. The teacher then asks three questions regarding color or size about items in the box. For example:

Is the marble green?
Is the truck big?

4. Fishing Pond (See S.O. 15-17)

Use fish made for the previous objectives (15, 16, 17). As a child catches a fish, ask a "yes/no" question about either its color or size.

Fish may be made especially for this objective. Cut fish from a variety of colored paper and of two sizes, "big" and "little".

STRUCTURAL OBJECTIVE 18 : Production of a short/shortened answer in response to a "yes no" question using the verb "be".

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Is the ball big?	Yes./Yes, it is.
Is the sky green?	No./No, it isn't.

Suggested Context(s):

- Learning Readiness
- Arts and Crafts
- Math
- Music
- Science

Suggested Vocabulary:

Known color and size terms

Suggested Resources and Materials:

- Arts supplies
- Toy animals or pictures of animals
- Science charts and pictures
- Pictures showing comparison of sizes
- Colored hats
- Peep box

Teaching Points:

1. Production of verbal answers to "yes/no" questions.

2. Sentence Adv (+ NP + V_{be} (+ not))

   $\text{Sentence Adv} \rightarrow \begin{Bmatrix} \text{yes} \\ \text{no} \end{Bmatrix}$

   $\text{NP} \rightarrow \text{it}$

   $V_{be} \rightarrow \text{is}$

3.

Sent Adv	(NP)	(V_{be})	(Neg)
Yes	(it)	(is)	----
No	(it)	(is)	(not)

4. In this objective only use nouns which agree with the "is" form of the verb "be" and take the determiner "the".

5. Adjectives are limited to color and size terms.

6. Note that answers to yes/no questions are not statements.

7. Remember size terms are comparative. Be sure to show the comparison by items used.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 19:

1. Fishing Pond (See S.O. 15-18)

   Prepare fish for this activity containing items that may be described by color and size. (e.g., a big white cat, a tall yellow flower, a small brown dog, a big blue ball, etc.) As a child catches a fish, he makes a statement(s) about the "thing" he caught. For example:

   The white cat is big.
   The big cat is white.

   The pupil may make both statements or you may have a second pupil make the second statement.

2. Dogs - Dogs - Dogs

   Make flash cards of dogs (and other animals) which may be distinguished by their color and size. (e.g., a big brown dog, a little black dog, a big white cat, a little gray cat, etc.) Display the flash cards on the chalkrail. Select two pupils to come up; the first one chooses a flash card and makes an appropriate sentence, such as, "The white cat is big." His partner must then say the transformed sentence, "The big cat is white."

3. Spinner Board (See S.O. 16 and 17)

   Use items or pictures on the spinner board which may be distinguished by their color and size. (e.g., a big black rock, a little white rock, a long yellow pencil, a short red pencil, etc.)

   The pupils may talk about the "thing" the spinner stops on. For example:

   The little rock is white. or
   The white rock is little.

STRUCTURAL OBJECTIVE 19 : Production of a statement using adjectives in two different positions.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk about these things in the same way.	The $\begin{bmatrix}\text{big}\\ \text{brown}\end{bmatrix}$ dog is $\begin{bmatrix}\text{brown}\\ \text{big}\end{bmatrix}$.

Suggested Context(s):

Science
Math
Arts and Crafts

Suggested Vocabulary:

Known color and size terms

Suggested Resources and Materials:

Pictures of animals with matching sentence strips
Fish pond and related pictures

Teaching Points:

1. Production of the statement with the adjective transformation.

2. $NP_1 + V_{be} + Adj$
$NP_1 \rightarrow Det + N$
$V_{be} \rightarrow is$
$Adj \rightarrow$ color and size terms

Adjective Transformation

$$Det + N + V_{be} + \left\{\begin{matrix}Adj & 1\\ Adj & 2\end{matrix}\right\} \rightarrow$$
$$Det + \begin{bmatrix}Adj & 1\\ Adj & 2\end{bmatrix} + N + V_{be} + \begin{bmatrix}Adj & 2\\ Adj & 1\end{bmatrix}$$

3.

Det	Adj	N	V be	Pred Adj
The	big	dog	is	brown
	little	cat		white
	black	car		long
	red	barn		large
	etc.			etc.

4. Adjectives are limited to known color and size terms. One of each category is used in each statement.

5. Randomize use and placement of adjectives.

6. Carefully select items to be talked about so that the criteria differentiate. For example: The big ball is red.
Make certain you have only one big ball that is red.

UNIT IV: Verb "Be" with Predicate Noun

S.O. 20: Production of a short answer using a count noun, preceded by a determiner, in response to a what question.

S.O. 21: Production of a shortened answer with "it" as the subject and a predicate noun in response to a "what" question.

S.O. 22: Production of an identity statement using the demonstrative pronoun "this" and a predicate noun.

S.O. 23: Production of two related sentences using "it" as the subject in the second sentence.

S.O. 24: Production of a negative statement with a predicate noun followed by a correcting statement.

S.O. 25: Production of a "what" question with the "is" form of the verb "be" and the demonstrative pronoun "this".

S.O. 26: Production of a short answer using a proper name in response to a "who" question.

S.O. 27: Production of a "who" question with the "is" form of the verb "be" and the demonstrative pronoun "this".

S.O. 28: Production of a statement using the demonstrative pronoun "this" with a name as the predicate noun.

S.O. 29: Production of a short answer using a noun preceded by the determiner "a" in response to a "what" question about a person.

S.O. 30: Production of short answers to contrasting "what" questions.

S.O. 31: Production of contrasting "who" and "what" questions.

S.O. 32: Production of a statement using the "is" form of the verb "be" with a predicate noun.

S.O. 33: Production of a shortened answer in response to a "yes/no" question with a predicate noun.

S.O. 34: Production of a "yes/no" question with a predicate noun.

Pacing:

Lessons: 30 - 50
Weeks: 5 (Maximum)

Present Prefamiliarization
No. 4 during this Unit.

Related Text:

American English Series:
Book One: Units 12 and 13

Prefamiliarization 4 : Recognition and comprehension of pronouns "he" and "she".

Teacher Behavior:

Teacher points to a girl and says:

Lucy is a girl. She's a girl.

Suggested Contexts:

Classroom
Social Studies
Art

Suggested Resources & Materials:

Silhouettes of pupils
Silhouettes of known adults
Photographs of pupils

Suggested Activities:

(1) Silhouettes
Make silhouettes of each pupil, the teacher, and the aide. The teacher or aide can hold or point to a silhouette and say: "Lucy is a girl. She's a girl," or "Mike is a boy. He's a boy." (Silhouettes are made by having a pupil stand in a location where the shadow of his profile is clear on a white sheet of drawing paper. After the profile is drawn and cut out, it is used as a pattern to cut the same profile out of black construction paper. The black profiles may be mounted on white paper to be used as flash cards or to be placed on a bulletin board.)

(2) Pupil Pictures
Take individual pictures of each pupil (polaroid pictures are preferable.) The pictures may be used by the teacher or aide to say the statements suggested in Teacher Behavior.

Notes:

1. Introduce before Unit 5, S.O. 35 - 44.

2. The contracted forms "he's" and "she's" should be used.

3. Many activities and lessons should be planned for this prefamiliarization. The concepts of "he" and "she" may be introduced at different times.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 20:

1. Grab Bag

   The teacher has a bag. In the bag are several items such as: a pencil, a toy dog, a toy cat, a toy truck, an egg, etc. The pupil reaches into bag, feels the items and pulls out one of his choice. As pupil holds up the item, the teacher asks, "What's this?" The pupil responds correctly with a short answer preceded by the determiner "a" or "an".

2. Nature Walk

   Teacher and pupils plan a walk around campus. Teacher helps pupils make a list of eight to ten things to look for as they walk. (e.g., a stick, a stone, a leaf, a bug, a can, a bottle, a flower, a bird, a plant, etc.) As they walk, a pupil shows the teacher and the other pupils the item. The teacher asks, "What's this?" The pupil responds with an appropriate short answer preceded by the determiner "a" or "an".

3. Play House

   Teacher sets up a doll house and has a small group of pupils play with it. As a pupil picks up a piece of furniture the teacher asks, "What's this?" The pupil responds with an appropriate short answer preceded by the determiner "a" or "an".

4. Fishing Pond

   Prepare a lake from a cardboard box and a fishing pole and line with a stick and string; fasten on a magnet for hook; cut out small fish from tagboard or construction paper; paste a picture of an object on one side of fish and a paper clip on other side. Pupils take turns fishing. When a pupil catches a fish and pulls it out, the teacher points to the picture on the fish and says, "What's this?" Pupil gives appropriate responses for this S.O. This may be used at other times during this unit.

STRUCTURAL OBJECTIVE 20 : Production of a short answer using a count noun, preceded by a determiner, in response to a "what" question.

Estimated Lessons: /1-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	A carrot.
What's this?	An egg.

Suggested Context(s):

Math
Science
Learning Readiness
Health (foods)
Classroom

Suggested Vocabulary:

Animal names
Classroom items
Food names
Geometric figure terms

Suggested Resources and Materials:

Grab bag with objects
Doll house and furniture
Geometric figures (models or pictures)
Foods (real, imitation, or pictures)

Teaching Points:

1. Extension of a noun phrase using an indefinite article with singular count nouns. (Do not use mass nouns in this unit.)

2. NP → Det + N
   Det → Art
   Art → a, an

3.

Art	Noun
a/an	dog cat elephant etc.

4. The objective of this lesson is to teach identification of objects by giving its name preceded by an indefinite article as a determiner. If pupils omit the article, use Correction Technique No. 2

5. If the pupils are in the first year of language learning, do not stress the difference between "a" and "an". This distinction will be made at a later time. If pupils do not make a distinction in saying "a" and "an", use Correction Technique No. 1.

6. The demonstrative pronoun "this" in the question is for reception only. Do not have pupils answer the question with the statement, This is a carrot.

7. Be careful in selecting classroom items & food as many are mass nouns. Be sure the item requires "a/an".

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 21:

1. The Zoo

The teacher tells a short flannelgraph or picture story about the zoo. When the story is finished, the teacher asks the pupils to recall the zoo animals by showing the flannelgraph animal or a picture of the animal and saying, "What's this?". The pupil responds with the correct shortened answer, "It's a ____."

2. Grab Bag (See S.O. 20)

The teacher has a bag of objects or a box of pictures. Pupil pulls out an object or picture and the teacher asks, "What's this?" Pupil responds with the correct shortened answer, "It's a ____."

3. Drop An Object Listening Game

Pupils close eyes and listen for the sound of an object being dropped by the teacher. Teacher asks, "What's this?" and then drops an object to the floor. Teacher calls name of a pupil who responds with a correct shortened answer, "It's a ____."

(Note: This may be adapted to play "An Animal Sound Game".)

4. Shadow Game

The teacher stands behind the students in the back of the room. Using the overhead projector the teach- makes shadows appear on a screen in the front of the room. As the shadow appears on the screen the teacher asks, "What's this?" Pupil designated gives correct shortened answer.

STRUCTURAL OBJECTIVE 21 : Production of a shortened answer with "it" as the subject and a predicate noun in response to a "what" question.

Estimated Lessons: /1-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks: What's this?	It's a pencil. It's an eraser

Suggested Context(s):

Math
Science
Learning Readiness
Health (foods)
Classroom

Suggested Vocabulary:

Geometric figure terms
Classroom items
Animal names
Food names

Suggested Resources and Materials:

Geometric figures (models or pictures)
Opaque or overhead projector
Toy animals or animal pictures
Foods (real, imitation, pictures)
Storybook about the zoo
Grab bag
Items identifiable by sound when dropped

Teaching Points:

1. Extension of S.O. 20 by pupil production of a shortened answer.

2. The shortened answer consists of the pronoun "it" the verb "be" and a predicate noun.

$NP_1 + V_{be} + NP_1$

$NP_1 \rightarrow \begin{Bmatrix} \text{subject} \\ \text{Pred Noun} \end{Bmatrix}$

$\text{Subject} \rightarrow \text{it}$

$V_{be} \rightarrow \text{is}$

3. NP_1 + be	Art	Noun
It's	a/an	pencil eraser square octagon etc.

4. Help pupils become aware that the short and shortened answers have the same meaning. This concept may need to be explained in Navajo and can be reinforced in written form.

5. If a pupil gives a short answer, accept it, but elicit the shortened answer by using Correction Technique No. 2.

6. Be careful in selecting classroom items and foods as many are mass nouns. Be sure the item requires "a/an".

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 22:

1. Lotto Game

Place a stack of pictures of familiar objects in the center of table. Pupils take turns choosing a picture from the stack. The pupil having chosen a picture, looks at it carefully and makes a statement (This is a ____.) about the picture. If the statement is correct the pupil may keep the picture. If the statement is not correct the picture is placed at the bottom of the stack.

2. Right Name

Teacher has either objects or pictures of objects and flash cards on which are written the name of the object. A pupil selects an object and its corresponding label. The pupil holds up his selection and says, "This is a ____." If his answer is correct he may take the picture and label to his desk and draw a similar picture and caption it with the statement "This is a ____."

3. Grab Bag (See S.O. 20)

Use Grab Bag containing objects as in S.O. 20. Pupil pulls object from bag and says, "This is a ___." This may be used as a relay race. Two teams A and B (with a maximum number of five pupils in each team) may be selected. As each member of the team completes sentence correctly he passes the Grab Bag to the next pupil. If a pupil responds incorrectly, he takes the bag and goes to the front of the line and gives the bag to the pupil behind him. The first team to finish wins.

STRUCTURAL OBJECTIVE 22 : Production of an identity statement using the demonstrative pronoun "this" with a predicate noun.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk about these things in the same way.	This is $\begin{Bmatrix}\text{a bug.}\\ \text{an ant.}\end{Bmatrix}$

Suggested Context(s):

Classroom
Science
Math
Health (foods)

Suggested Vocabulary:

Classroom items
Animal names
Food names
Geometric figure terms

Suggested Resources and Materials:

Pictures of objects with labels
Objects identifiable by touch
Sack, preferably cloth
Small pictures to give to pupils

Teaching Points:

1. First production of a statement with the demonstrative pronoun "this" and a predicate noun.

2. $NP_1 + V_{be} + NP_1$
$V_{be} \rightarrow \text{is}$
$NP_1 \rightarrow \begin{Bmatrix}\text{subject}\\ \text{Pred Noun}\end{Bmatrix}$
Subj → Demon Pronoun
Demon Pron → this
Pred Noun → Art + N

3.

Demon	V	Art	N
This	is	a/an	bug ant butterfly etc.

4. The subject is limited to the demonstrative pronoun "this". Do not use "that" as demonstratives are not the grammatical goal of this objective.

5. The object being talked about should be placed near the pupil.

6. Statements are not cued questions.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 23:

1. Pull From Hat

Teacher has a hat or makes one from an cardboard box. Hat is placed high enough so it is above heads of the pupils but low enough that they can reach into it with ease. Teacher places several familiar objects in hat. Pupils takes turns drawing a "surprise" from the hat. When the pupil has drawn something from the hat, he holds it up and makes two related sentences appropriate for this S.O.

2. Nature Walk Treasure Hunt

Teacher and pupils take a walk to gather "treasures" to bring back to the classroom. The "treasures" may be leaves, flowers, stones, bugs, etc. When they return to classroom, they make a display of their "treasures". Pupils then take turns either holding up or pointing to a "treasure" and making correct sentences about the "treasure". Teacher may need to assist pupil in production of acceptable related sentences. If so, other "talking-about-treasure-times" may be had during the day or the next day.

3. Object Identification

Teacher places a number of known objects on a table in the center of a circle. Use a "Spin-the-Bottle" or "Spinner Board" selection technique for choosing pupil to talk about the object. Pupil selected chooses an object from the table and makes the related sentences about the object. If his sentences are correct, he will "spin" for the next pupil selection. If his sentences are not correct, he sits down and the previous pupil spins again.

STRUCTURAL OBJECTIVE 23 : Production of two related sentences using "it" as the subject in the second sentence.

Estimated Lessons: /2-3/

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Let's talk about these things in the same way.	This is a ball. It's red. This is an arrow. It's long.

Suggested Context(s):

- Classroom
- Science
- Health (foods)
- Learning Readiness
- Math

Suggested Vocabulary:

Known color and size terms

Stockpile names of items to be used as predicate nouns.

Suggested Resources and Materials:

Grab bag

Large variety of known objects

Teaching Points:

1. Production of sequenced sentences by relating a sentence with a predicate adjective to a statement with a predicate noun.

2. First sentence:

$$NP_1 + V_{be} + NP_1$$

Second sentence:

$$NP_1 + V_{be} + Adj.$$

3.

Subj	V	Art	N	Subj + V	Adj
This	is	a/an	ball arrow pencil eraser etc.	It's	red blue long fat etc.

4. Predicate adjectives are limited to known color and size terms.

1. Draw-A-Figure

Display several geometric figures and identify each. Teacher has pupils' names on cards in a "hat". A pupil draws three cards from the "hat" and places them in chalktray. The pupils whose names are on the cards go to the chalkboard and draw a geometric figure of their choice. Each pupil then says a negative statement followed by a correcting sentence about his own drawing. (e.g. This isn't a square. It's a circle). If the pupil's sentences are correct he draws one card from the "hat" and places it on the chalktray in the place of his name.

2. Numeral Game

Pupils write numerals on previously cut cards. They put the cards in a sack or box. Pupils take turns pulling out a card, looking carefully at it, and making two related sentences about it. (See example in #1.)

3. Picture Card Game

Pictures of objects are placed face down on table. Use a captivating selection technique. Pupil selected chooses a picture, turns it over and makes the correct negative statement and correcting sentence about the picture. If pupil responds correctly, he makes the next selection.

4. Wrong Name

Teacher has objects or pictures of objects and corresponding labels. Pictures are placed on chart rack with incorrect labels under them. Each picture is numbered. Corresponding numbers are put in a box. Pupil selected draws a number and then produces the two related sentences about the picture whose number he drew. (e.g. This isn't a cat. It's an ant.) If the pupil responds correctly, he chooses next pupil.

STRUCTURAL OBJECTIVE 24 : Production of a negative statement with a predicate noun followed by a correcting sentence.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up an appropriate/pretend situation and says:	
	This isn't a circle.
Let's talk about these things in the same way.	It's a triangle.

Suggested Context(s):

Math
Science
Health (foods)

Suggested Vocabulary:

Classroom items
Geometric figure terms
Animal names
Foods

Suggested Resources and Materials:

Cards with numerals 1 - 9
Pictures from Cook's materials or other pictures
Geometric figures (models or pictures)
Name cards for pictures, such as "a cat", "an ant", etc.

Teaching Points:

1. Extension of the predicate noun by pupil production in a negative statement.

2. Negative Transformation

$$NP_1 + V_{be} + NP_1 \longrightarrow$$

$$NP_1 + V_{be} + not + NP_1$$

3.

NP_1	V_{be}+not	Art	N	NP+V_{be}	Art	N
This	isn't	a/an	circle square bug insect etc.	It's	a/an	triangle circle spider etc.

4. The subject is limited to the demonstrative pronoun "this". Do not use "that as demonstratives are not the grammatical goal of this objective.

5. The object being talked about should be placed near the pupil.

6. Statements are not cued by questions.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 25:

1. Shopping

Set up a store. Let two pupils at a time go shopping. Each pupil will choose one item, and ask the other pupil the question, "What's this?" The other pupil answers with an appropriate short or shortened answer.

2. Drop An Object Listening Game (See S.O.21)

Select a small group of children who sit in a circle. One pupil is selected to be "It". The pupil who is "It" stands in center of the circle and is given a small box or bag containing several items. All other pupils close their eyes. "It" selects one item and says "What's this?" Then he drops the item to the floor. He calls on one pupil to give the appropriate short or shortened answer.

3. Lotto Game (See S.O. 22)

Place pictures of objects face down in center of table. Have a group of pupils sit around the table. Using a name card selection technique one pupil will hold up a card and say, "What's this, (Mike)?" Pupil whose name is called gives an appropriate short or shortened answer.

STRUCTURAL OBJECTIVE 25 : Production of a "what" question with the "is" form of the verb "be" and the demonstrative pronoun "this".

Estimated Lessons: /2-3/

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	P1: What's this? P2: A ball.

Suggested Context(s):

Reading Readiness
Math
Art
Science

Suggested Vocabulary:

Known nouns

Suggested Resources and Materials:

An ample supply of concrete objects
Pictures
Cloth, paper bag, box
Play store and related objects

Teaching Points:

1. First production of questions. First required participation in a pupil dialog.

2. The question "What's this?" is a transformation of the statement in S.O. 22.

$$NP_1 + V_{be} + NP_1$$
$$NP_1 \rightarrow \begin{Bmatrix} Subj \\ Pred\ \ Noun \end{Bmatrix}$$
$$Subj \rightarrow this$$
$$V_{be} \rightarrow is$$

"Wh" Question Transformation

This + is + Pred Noun →
This + is + what →
What + is + this

3.

$NP_1 + V_{be}$	NP_1	Det	N
What's	this	a/an	ball eraser etc.

4. Attention should be given to the correct intonation of the question. Note that the intonation falls, doesn't rise.

5. If pupils answer question with one word (e.g. "ball") or a statement (e.g. "This is a ball.") use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 26:

1. "We—The Story People"

Teacher tells a story illustrated with flannelgraph or flash cards cut-outs of the characters. After the story is finished, the teacher displays the characters (one at a time) and asks, "Who is this?" The pupil responds by giving the name of the character (e.g., Red Riding Hood, Humpty Dumpty, Goldilocks, etc.)

Some suggested stories are: Little Red Riding Hood, The Seven Dwarfs, Cinderella, etc.

2. Our Staff And Class

Teacher displays snapshots of school personnel or members of the class on a bulletin board in a circular formation with a spinner in the center. Using a name card selection technique, a pupil is chosen to be "It". "It" turns the spinner. When the spinner stops the teacher asks, "Who's this?" The pupil gives the name of the person. If "It" answers correctly, he draws a name card for the next pupil to be "It". If "It" gives an incorrect answer, he receives help from the group and tries again.

3. Silhouettes

Teacher or teacher aide may make silhouettes of the pupils in the class. Display the silhouettes and proceed as in activity #2.

4. Getting Acquainted

Cut-outs of characters in familiar stories may be placed face down on table or chalkboard tray. Using spin-the-bottle selection technique a pupil is chosen to pick up one of the cut-outs. As he holds up the cut-out the teacher asks, "Who's this?" Pupil gives appropriate response. If he responds correctly, he may spin the bottle for next pupil selection.

STRUCTURAL OBJECTIVE 26 : Production of a short answer using a proper name in response to a "who" question.

Estimated Lessons: 1-3

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks: Who is this?	Mike. Mike Begay. Mrs. Harvey.

Suggested Context(s):

Recreational arts
Social Studies
Visits around school and community

Suggested Vocabulary:

Names of school personnel
Classmates
Names of puppets, dolls, pets
Familiar storybook characters

Suggested Resources and Materials:

Pictures of nursery rhyme and storybook characters
Silhouettes of pupils
Snapshots of pupils and school personnel

Teaching Points:

1. Extension of the predicate noun by the "who" question transformation.

2. $NP_1 \rightarrow$ Pred Noun

   Pred Noun $\rightarrow$ Proper Name

3. Pred. Noun

   Lucy
   Rover
   Mr. Tom
   etc.

4. In this unit "who is" is not contracted to "who's".

5. Answers to the question in this objective are not statements. If pupils answer with a statement (e.g. This is Mike.) use Correction Technique No. 2

6. Consider the titles of address, Mr. Mrs., and Miss, as a part of the names of adults. If pupils confuse Mrs. and Miss, use Correction Technique No. 1. If pupils confuse Mr. with Mrs./Miss, use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 27:

1. Silhouettes (See S.O. 26)

   Silhouettes (or snapshots) of pupils and school personnel are displayed around the room. Pairs of pupils walk around the room and choose a picture to talk about. As they stand by the picture Pupil 1 says, "Who's this?" Pupil 2 answers, "Mike" or "Mr. Begay". Then they go on and choose another picture. Pupil #2 asks question and Pupil #1 answers appropriately.

2. Let's Pretend

   Pupils may pretend they are school personnel or storybook characters. Name cards or pictures are hung around the pupil's necks. Proceed to have pairs of other pupils engage in a dialog as in Activity #1.

3. Story Book Picture Lotto

   Have picture cards (9" x 12") of storybook characters placed face down on a table. Have a group of pupils sit around the table. Using name card selection technique, draw two name cards and show them to the group. The pupil whose name is shown first chooses a picture card and holds it up for the second pupil to see. First pupil asks, "Who's this?" Second pupil gives appropriate response.

4. Mask Game

   Children make masks or use Halloween masks. Pupils selected go behind a screen and put on masks. The pupils disquised come from behind screen. Pupils are selected from rest of class to ask, "Who's this?" and to answer.

5. Spin The Bottle

   Pupils sit in a large circle. "It" spins a bottle in center of circle. When bottle stops pointing to one pupil, "It" walks behind the pupil pointed to and asks, "Who's this?" Teacher selects another pupil to give appropriate answer. The pupil pointed to becomes "It".

STRUCTURAL OBJECTIVE 27 : Production of a "who" question with the "is" form of the verb "be" and the demonstrative pronoun "this".

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	P1: Who is this? P2: Mike. Mrs. Carter.

Suggested Context(s):

Social Studies
Visits around school and community
Story Hour

Suggested Vocabulary:

Names of school personnel
Classmates
Names of puppets, dolls, pets
Familiar storybook characters

Suggested Resources and Materials:

Pictures of nursery rhyme and storybook characters
Silhouettes of pupils
Old clothes to be used as costumes
Masks
Bottle (Spin the Bottle)

Teaching Points:

1. First production of "who" question. See S.O. 26.

2. The question "Who is this?" is a transformation of the statement in S.O. 28.

$NP_1 + V_{be} + NP_1$

$NP_1 \rightarrow \left\{ \begin{array}{l} \text{Subj} \\ \text{Pred Noun} \end{array} \right\}$

$\text{Subj} \rightarrow \text{this}$

$V_{be} \rightarrow \text{is}$

$\text{Pred Noun} \rightarrow \text{Proper Name}$

"Wh" Question Transformation

$\text{This} + \text{is} + \text{Proper Name} \rightarrow$

$\text{This} + \text{is} + \text{Who} \rightarrow$

$\text{Who} + \text{is} + \text{this}$

3.

NP_1	V_{be}	NP_1	Pred Noun
Who	is	this	Mike Mrs. Carter Mr. Tom etc.

4. Note that in this objective "who is" is not contracted to "who's". If the pupil says "who's" accept without comment. Watch for the possible error of "who's is?"

5. Attention should be given to correct intonation of question. The intonation falls, doesn't rise.

6. Care should be given to distinct pronunciation of names.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 28:

1. Song: "This Is Thumpkin"
   (Tune: "Are You Sleeping?")

This is Thumpkin.
This is Thumpkin.
How are you?
How are you?
Very well, I thank you.
Very well, I thank you.
Run away.
Run away.

next verses include:

Pointer (1st finger)
Middleman (2nd finger)
Ring man (3rd finger)
Little man or Pinkie (4th finger)

Or substitute the names of classmates.

2. Picture Identification

Pictures of characters in reading materials or story book characters are placed face down on a table. Using motivating selection techniques, have children take turns choosing, turning over a picture card, and saying, "This is (Bo-Peep)."

3. Spin-A-Number

Make a number wheel with numbers known by pupils. A girl is chosen to be "It". "It" spins the spinner. Then she counts the number of boys to the number shown on the spinner. She walks to the boy, stands beside him, and says, "This is (Mike)." The procedure is used with boys as "It" at another time.

4. "Who" Table

Decorate and make a sign for a table. Place silhouettes of pupils on table. Use a selection technique to select someone to be "It". "It" goes to the table and chooses a silhouette, holds it up, and says, "This is (Lucy)." If he gives a correct statement all the class sings with him the song, "This is Lucy," to the tune, "Are You Sleeping?"

This is Lucy. This is Lucy.
Tra la la, tra la la,
This is Lucy. This is Lucy.
Tra la la, tra la la.

5. Song: "This Is Lucy" (Tune: "Are You Sleeping?")

This song may be used by itself in a great variety of ways. Be creative.

STRUCTURAL OBJECTIVE 28 : Production of a statement using the demonstrative pronoun "this" with a name as the predicate noun.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples, and directs pupils to make introductions.	This is $\left\{\begin{array}{l}\text{Mike Begay.}\\ \text{Mr. Tom.}\end{array}\right\}$

Suggested Context(s):

Social Studies
Visits around school and community
Story Hour

Suggested Vocabulary:

Names of school personnel
Classmates names
Names of dolls, puppets, pets
Names of characters in readiness program
Names of familiar storybook characters

Suggested Resources and Materials:

Name tags
Puppets and dolls
Storybook figures
Spinner board with numbers
Snapshots of pupils or school personnel

Teaching Points:

1. Extension of S.O. 22 by use of a proper name as a predicate noun.

2. $NP_1 + V_{be} + NP_1$

   $NP_1 \rightarrow \left\{\begin{array}{l}\text{Subj}\\ \text{Pred Noun}\end{array}\right\}$

   Subj → this

   $V_{be} \rightarrow$ is

   Pred Noun → Proper Name

3.

NP_1	V_{be}	Pred Noun
This	is	Mike Begay Mr. Tom Mrs. Carter etc.

4. The predicate noun phrase is limited to the names of classmates, puppets, dolls, pets, and adults present.

5. Introductions should be made only in close proximity with people, puppets, etc. near by.

6. Note that statements are not cued by questions.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 29:

1. Story Book Game

Teacher chooses several familiar children's story books and places them in sight of the children. They briefly review the stories. On the chalkboard the teacher makes four columns, heading them with "a boy", "a girl", "a man", "a woman". She then asks the S.O. question about the characters from each book, having the children give the correct response. She tabulates the number of characters falling into each column. The children add the columns and arrive at a conclusion regarding which characters appear most often in children's stories.

2. Who's What?

Teacher displays pictures of school personnel, classmates, and reading material characters. Have pupils seated in a circle around the picture-display. Use flash name cards to select a pupil to operate a spinner for picture choice. When picture is identified, teacher asks "What's Mr.Begay?" Pupil operating spinner picks up a name card and shows it. Pupil's name shown responds with appropriate answer. If he is correct he will become the next spinner.

STRUCTURAL OBJECTIVE 29 : Production of a short answer using a noun, preceded by the determiner "a", in response to a question about a person.

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
What's Mike?	A boy.
What's Lucy?	A girl.
What's Mr. Tom?	A man.
What's Mrs. Harvey?	A woman.

Suggested Context(s):

Classroom
Story Hour
Social Studies

Suggested Vocabulary:

Classmates names
Names of school personnel
Names of puppets, dolls, pets
Names of storybook characters

Suggested Resources and Materials:

Name tags
Puppets and dolls
Storybook figures
Snapshots of pupils and school personnel

Teaching Points:

1. Extension of S.O. 20 by substitution of a name for the demonstrative pronoun "this" in the question.

2. $NP \rightarrow Det + N$

   $Det \rightarrow a$

   $N \rightarrow \begin{Bmatrix} boy \\ girl \\ man \\ woman \end{Bmatrix}$

3. The pupil response is limited to these four responses in order to help establish the concept of gender.

4. If pupil responds with one word (e.g. "girl") or a statement (e.g. "Lucy is a girl.") use Correction Technique No. 2.

1. Captain's Circle

Have the pupils form a circle with the teacher sitting in the middle serving as captain. In a box she has several known objects and also a pack of children's name cards. The teacher pulls an object out of the box and asks, "What's this?" The first player gives the response, "A ____." Then the teacher pulls a name card from the pack and asks, "What's ____?" The same child answers, "A ____." The child then spins around three times and points to the next player.

2. Nursery Rhyme Pictures

Mount pictures from familiar nursery rhymes on both sides of squares of oak tag. On one side paste the character and on the back a picture of the object that is associated with the character, such as Miss Muffet and a spider, Mary and a lamb. Divide the class into two groups. Player 1 from Side A selects a picture to show to the class. After the teacher asks the appropriate question the leader chooses a player from the other side to make the response. If the answer is correct he turns the picture around and the teacher asks the same child the appropriate question. If both responses are correct the pupil may select the next picture and choose the next player from the opposite team. The side that wins may be the first children to go out for recess.

3. Condie's Dennis Unit

Display large pictures and cut-out figures from the Condie Social Studies Unit for Beginners. Have pupils name cards in a pack. The first pupil leader points to either a cut-out figure or an object in a picture. The teacher asks the appropriate S.O. question and the leader picks a name card from the pack. If the response is correct, the leader immediately points to either an object or a character, whichever is required to complete the second part of the set of questions. Both questions must be answered correctly for the player to become the next leader.

STRUCTURAL OBJECTIVE 30 : Production of short answers to contrasting "what" questions.

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. What's Mike? Mrs. Harvey?	1. A boy. A woman.
2. What's this?	2. A bug.

Suggested Context(s):

Select from S.O. 25 & 29.

Suggested Vocabulary:

Select from S.O. 25 & 29.

Suggested Resources and Materials:

Package of name cards
Box of objects
Pictures of nursery rhyme characters
Social studies unit on Dennis Todecheeny

Teaching Points:

1. Introduction of a contrast situation as a teaching strategy by contrasting two "what" questions. Pupils are required to make a choice between two related grammatical structures.

2. $NP_1 \rightarrow$ Pred Noun

   Pred noun $\rightarrow$ Art + Noun

3.

(1) Art	Noun	(2) Art	Noun
a	boy girl man woman etc.	a/an	bug ant desk flag etc.

The noun in No. 1 is limited to the four examples listed.

4. See S.O. 25 & 29 for pupil production to the two "what" questions. Review teaching points.

5. Extension of pupil dialog production. Be sure all pupils participate in both dialogs.

6. Errors are probable in contrast objectives. Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 31:

1. Take A Walk

Pupils are divided so they work in pairs. One pupil of the pair is "It". As they walk "It" touches a pupil they pass and asks "Who's this?" or touches an object and asks, "What's this?" "It's" partner gives appropriate responses. Then the partner becomes "It". (This may be an Outside Walk around the school campus.)

2. "Who" or "What"

The teacher tells a story using flannelgraph or flash card illustrations of characters and objects. When story is finished pairs of pupils are selected to come to front of group. One pupil selects a character figure and an object illustration, and asks the appropriate questions. His partner responds appropriately and then makes his selections and asks questions.

3. "Who-What" Display

Teacher places on a table or bulletin board several known cut-outs of storybook characters with the objects that accompanies them. (e.g., Mary and her lamb, Cinderella and a glass slipper, etc.). Using a motivating selection technique pairs of pupils are chosen to carry on the appropriate dialog for this S.O.

STRUCTURAL OBJECTIVE 31 : Production of contrasting "who" and "what" questions.

Estimated Lessons: /4-6 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialogs and has pupil-partners engage in similar dialogs.	P1: Who is this? P2: Mike. P1: What's this? P2: A circle.

Suggested Context(s):

Select from S.O. 25 and 27.

Suggested Vocabulary:

Select from S.O. 25 and 27.

Suggested Resources and Materials:

Silhouettes of pupils
Storybook with related pictures
Various known objects

Teaching Points:

1. Use of a contrast situation as a teaching strategy by contrasting pupil production of "who" and "what" questions. Pupils are required to make a choice between two related grammatical structures.

2. See S.O. 25 & 27 for pupil production of "who" and "what" questions. Review teaching points.

3. Extension of pupil dialog production. Be sure all pupils participate in both dialogs.

4. Errors are probable in contrast objectives. Watch for confusion of "who" and "what" and for the responses "* a Mike" and "ø circle". Use Correction Technique No. 2

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 32:

1. Name The Person

Teacher selects photos of school personnel, classmates, classroom puppets or dolls, or storybook character cut-outs or pictures. These are placed face down on a table. Pupils sit around table. Teacher walks around table and places a paper hat on one pupil who becomes "It". "It" picks up a picture from the table, looks at it carefully, and produces the statement, "Lucy is a girl." If he is correct, he walks around circle and puts hat on another pupil who becomes "It".

2. Word Recognition

Teacher prepares word cards for making sentences. These may be color coded. Make:

1) Many subject cards of names of classmates, school personnel, reading series or storybook characters.
2) Predicate noun cards with "a boy", "a girl", "a man", "a woman".
3) Verb cards with "is".

Pupils choose the cards and put sentences together.

3. Writing Fun

Teacher lists the names of classmates, school personnel, reading series or storybook characters on chalkboard. Pupils are given prepared work sheets with many sentences containing blanks for the subject noun phrase. They fill-in the blank with appropriate names selected from chalkboard. Examples:

_____ is a girl.
_____ is a boy.
_____ is a woman.
_____ is a man.

Continue with others, but randomize order.

STRUCTURAL OBJECTIVE 32 : Production of a statement using the "is" form of the verb "be" with a predicate noun.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk about these people in the same way.	Lucy is a girl. Mike is a boy. Mr. Tom is a man. Mrs. Carter is a woman.

Suggested Context(s):

Social Studies
Story Hour
Visits around school and community

Suggested Vocabulary:

Classmates names
Names of school personnel
Names of puppets and dolls
Story book characters names

Suggested Resources and Materials:

Storybook figures
Puppets and dolls
Snapshots of pupils and school personnel
Pocket chart and sentence strips
Name cards needed for Activity 2

Teaching Points:

1. Production of a statement in which the predicate noun is limited to help establish the concept of gender.

2. $NP_1 + V_{be} + NP_1$

   $NP_1 \rightarrow \left\{\begin{array}{l}\text{Subj}\\ \text{Pred Noun}\end{array}\right\}$

   Subj → Proper Name

   Pred Noun → a girl, a boy, a man, a woman

   $V_{be} \rightarrow$ is

3.

Subj	V_{be}	Pred Noun
Lucy	is	a girl
Mike		a boy
Mr. Tom		a man
Mrs. Carter		a woman
etc.		

4. The predicate noun is limited to the four examples and must be in agreement with the subject.

5. Note that statements are not cued by statements.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 33:

1. Is It A Circle?

Teacher prepares a spinner board with geometric shapes. Using a name card selection technique, choose a pupil to spin. When the spinner stops, the teacher asks, "Is this a square?" The pupil who spinned gives the appropriate answer. If he responds correctly, he may draw a name card to select next pupil to spin.

Animals, food, clothing, playground equipment, etc., may be used.

2. Tactile Game

Teacher prepares several sacks, each containing one familiar item. A pupil is selected to come to front of group and choose a sack. Pupil puts his hand in sack and feels the object. (He doesn't look.) Teacher asks, "Is it a ____?" Pupil responds with "Yes, it is," or "No, it isn't." Then he pulls the object out of the sack and shows it to the group who decide if his response is correct or incorrect. If he is correct he operates technique being used to select next pupil.

3. Peep Box

Teacher prepares several peep boxes, each containing one item. Using a motivating selection technique, select pupil to participate. Pupil chooses box he wants to look in. While his is looking, teacher asks question and pupil gives appropriate response for this S.O.

4. Fishing Pond (See S.O. 20)

Use fish pond previously prepared for S.O. 20. Prepare new fish with any desired category as suggested in Activity #1 (see above). Pupils take turns fishing. When pupil catches a fish, the teacher points to the picture on the fish and asks an appropriate question for this S.O. Pupil responds and group decides if he is correct or not.

STRUCTURAL OBJECTIVE 33 : Production of a shortened answer in response to a "yes/no" question with a predicate noun.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up an appropriate situation and asks:	
1. Is this a cow?	1. Yes, it is./No, it isn't.
2. Is this a square?	2. No, it isn't.
Is it a circle?	Yes, it is.

Suggested Context(s):

Classroom
Play Area
Social Studies
Science
Math

Suggested Vocabulary:

Known noun vocabulary determined by stockpiling

Suggested Resources and Materials:

Geometric figures
Spinner board
Objects identifiable by touch
Peep box

Teaching Points:

1. Extension of predicate noun by the "yes/no" question transformation. See S.O. 18.

2. Sentence Adv + NP + V_{be} (+ not)

$$\text{Sent Adv} \rightarrow \begin{Bmatrix} \text{yes} \\ \text{no} \end{Bmatrix}$$

$$\text{NP} \rightarrow \text{it}$$

$$V_{be} \rightarrow \text{is}$$

3.

Sent Adv	NP	V_{be}	Neg
Yes	it	is	---
No	it	is	not

4. Extension of shortened answer in response to "yes/no" question. See Glossary for definition. Require verbal response.

5. If pupil's response is a short answer, use Correction Technique No. 2 to elicit a shortened answer.

6. Nouns used in questions should be singular count nouns preceded by the indefinite article "a".

7. In teacher-pupil dialog No. 1, randomize questions requiring affirmative and negative responses.

In teacher-pupil dialog No. 2, the first question must elicit a negative response. The pronoun "it" is obligatory in the sequenced question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 34:

1. Feel It!

Pupils are arranged in pairs. One pupil uses his finger to make a circle or square on the other pupil's back. The first pupil asks, "Is this a circle?" The second pupil responds appropriately for this S.O. Then the second pupil takes his turn being first.

(Pupils may draw in the palm of the hand also, but second pupil must close his eyes or be blindfolded.)

2. Number Guessing Game

Pupils are arranged in pairs. One pupil writes a number on a piece of paper, folds the paper and gives it to the other pupil. The second pupil doesn't look at the paper, but he asks "Is this a 2 ?" The first pupil responds appropriately by saying, "Yes, it is." or "No, it isn't." The second pupil continues until he guesses correctly. Then the second pupil takes his turn being first and asking the question.

(Geometric figures may be used instead of numbers.)

3. Spinner Board

Prepare a board with numbers or items of one class (e.g. fruits, animals, items of clothing, etc.) A pupil is selected to guess the item the spinner points to. The pupil closes his eyes or is blindfolded and he is "It". Someone spins the spinner. When the spinner stops "It" says, "Is it a ____?" The one who turned the spinner gives appropriate response. If the response is "No, it isn't," "It" may guess again. When "It" guesses correctly the pupil who turned the spinner may be "It".

STRUCTURAL OBJECTIVE 34 : Production of a yes/no" question with the predicate noun.

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in a similar dialog.	Dialog 1 P1: Is this a leaf? P2: Yes, it is./No, it isn't. Dialog 2 P1: Is this a square? P2: No, it isn't. P1: Is it a circle? P2: Yes, it is.

Suggested Context(s):

Science
Health
Math
Classroom
Art

Suggested Vocabulary:

Known noun vocabulary determined by stockpiling

Suggested Resources and Materials:

Geometric figures
Spinner board with number
Art Supplies

Teaching Points:

1. First production of a "yes/no" question. Extension of pupil participation in a dialog.

2. The "yes/no" question in this objective is a transformation of S.O. 22.

$$NP_1 + V_{be} + NP_1$$
$$NP_1 \rightarrow \left\{ \begin{array}{l} \text{Subject} \\ \text{Pred Noun} \end{array} \right\}$$
$$\text{Subj} \rightarrow \text{this}$$
$$V_{be} \rightarrow \text{is}$$

Yes/No Question Transformation

$$\text{This} + \text{is} + \text{Pred Noun} \rightarrow$$
$$\text{Is} + \text{this} + \text{Pred Noun}$$

3.

V_{be}	Subj	Art	Noun
is	this	a/an	circle butterfly stone etc.

4. Pupils may have difficulty asking a question which elicits a negative response. Cue, if necessary.

5. All pupils should participate in Dialog 1. The more apt pupils may participate in Dialog 2.

6. In Dialog 2, the first question must elicit a negative response. The pronoun "it" is obligatory in the sequenced question.

UNIT V: Personnal Pronouns

S.O. 35: Production of related sentences using "he" as the subject in the second sentence.

S.O. 36: Production of related sentences using "she" as the subject in the second sentence.

S.O. 37: Production of related sentences contrasting the pronouns "he" and "she".

S.O. 38: Production of sentences in which "he", "she", and "it" are contrasted.

S.O. 39: Production of related sentences using the "am" form of "be" with the pronoun "I".

S.O. 40: Production of related sentences using the "are" form of the verb "be" with the pronoun "you".

S.O. 41: Production of a "who" question using the pronoun "you" as the subject and the answer with the pronoun "I" as the subject.

S.O. 42: Production of a negative statement with a predicate noun followed by a correcting sentence.

S.O. 43: Production of a shortened answer in response to a "yes/no" question with a predicate noun.

S.O. 44: Production of a "yes/no" question using the verb "be" and a predicate noun.

Pacing:

Lessons: 20 - 30

Weeks: 3 (Maximum)

Present Prefamiliarization
No. 5 during this Unit.

Related Text:

American English Series

Book One: Units 3, 4, and 12

Prefamiliarization 5 : Recognition of the conjunction "or" when used in questions.

Teacher Behavior:

Teacher and Aide plan situations in which the teacher asks questions, such as:
(1) Is this red or blue?
(2) Do you want a pencil or a crayon?

The Aide or puppet gives the correct short answer:
(1) Blue.
(2) A pencil.

Suggested Contexts:

Art
Math
Playground
Party or Snack Time

Suggested Resources & Materials:

Art Supplies
Known objects or items
Geometric figures (models or pictures)

Suggested Activities:

1. Art Activity: In an art center, put a variety of colored art media, such as: crayons, construction paper, toothpicks, etc. Direct a child to select an item by giving him a choice between two colors. For example, say to one pupil,"Choose a green crayon or a blue crayon."
2. Find the Object: Hide several (three or more) familiar objects. Then direct a pupil to find one of them by giving him a choice of two. For example, say to a pupil, "Find the paintbrush or the eraser."
3. Geometric Figures: Place on a table a variety of known geometric figures, either models or pictures. Direct the children to select one by choosing, pointing to, picking up, etc. For example, "Pick up the circle or the square." (If there is more than one of a shape, then say "a" instead of "the". For example, "Choose a triangle or a rectangle.

Notes:

1. Introduce before Unit 6, S.O. 45 - 47
2. No oral response is required of pupils. (See Rationale.)
3. The teacher and aide/puppet should give several examples of the non-verbal behaviors expected in the Suggested Activities.
4. Teacher and Aide may plan some situations in which "yes/no" and "or" questions are contrasted.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 35:

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1. Jack-In-The-Box

Use a large box in which a boy is hidden. At a given signal a girl taps the box and the boy jumps up. The girl says, "This is Jack-in-the-box. He's a boy."

2. Pull From A Box

Place in a flat box boy puppets and/or dolls or cutouts of known male characters from reading series and storybooks. Put box on a shelf above pupils' heads but low enough they can reach into it. Select pupil to go to box and reach in and pull out an item. Pupil then says, "This is ____. He's a boy."

3. The "Who" Table

Place photos or silhouettes of male pupils and school personnel face down on a table. Pupils sit around table. A pupil is selected to pick up a photo, turn it over, and say, "This is Mr. Tom. He's a man."

4. Writing Fun

Write pupil response at top of chalkboard like this:

This is _____.
He's a _____.

Then place numbered pictures of male storybook characters along chalktray with their names written above pictures. Fill in blanks in sentences above with appropriate words for first picture. Give pupils dittoed slips of paper with the sentences with blanks on them. They fill in blanks for each picture. Select pupils in small groups to sit around chalkboard and match their slips of paper with the pictures.

STRUCTURAL OBJECTIVE 35 : Production of related sentences using "he" as the subject in the second sentence.

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	This is Mike. He's a boy.
Let's talk about these people in the same way.	This is Mr. Tom. He's a man.

Suggested Context(s):

Social Studies
Story Hour

Suggested Vocabulary:

Classmates
School personnel
Known community people
Known storybook characters

Suggested Resources and Materials:

Spinner (bottle)
Large box
Screen
Boy puppets
Table labeled "Who"
Grab bag
Nursery rhyme or storybook characters (boy)

Teaching Points:

1. First production of personal pronoun "he".

2. $NP_1 + V_{be} + NP_1$

   See S.O. 29 and 32.

3.

NP_1	V_{be}	NP_1	NP_1+V_{be}	NP_1
this	is	Mike	he's	a boy
		Mr. Tom		a man
		Humpty Dumpty		a boy
		etc.		

4. The predicate noun in sentence No. 2 is limited to "a boy" or a "a man".

5. Note that "he" and "she" are introduced in separate objectives and then contrasted.

6. The correct pronunciation of "he's" is required to avoid confusion with "his".

7. Avoid overteaching of the title "Mr." to prevent confusion of objectives.

8. Possible error "*he's is" for "he's". Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 36:

1. Pull From A Box (See S.O. 35)

   Use same box as in S.O. 35, but place in it girl puppets and/or dolls or female character cut-outs or pictures from reading series and storybooks. Select pupil to go to box, take out one of the items, and produce the appropriate sentences for this S.O.

2. The "Who" Table (See S.O. 35)

   Use same table as in S.O. 35. Place photos or silhouettes of female pupils and school personnel face down on table. A pupil is selected to choose a picture, turn it over, and produce the appropriate sentences for this S.O.

3. Writing Fun (See S.O. 35)

   This may be done as explained in S.O. 35 using female storybook characters.

STRUCTURAL OBJECTIVE 36 : Production of related sentences using "she" as the subject in the second sentence.

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk about these people in the same way.	This is Lucy. She's a girl. This is Mrs. Carter. She's a woman.

Suggested Context(s):

Social Studies
Story Hour

Suggested Vocabulary:

Classmates
School personnel
Known community people
Known storybook characters

Suggested Resources and Materials:

Large Box
Grab bag
Girl puppets
Table labeled "Who"
Nursery rhyme or storybook characters (girl)

Teaching Points:

1. First production of pronoun "she".

2. $NP_1 + V_{be} + NP_1$

   See S.O. 29 & 32.

3.

NP_1	V_{be}	NP_1	$NP_1 + V_{be}$	NP_1
This	is	Lucy	She's	a girl
		Mrs. Carter		a woman
		Goldilocks		
		etc.		

4. The predicate noun in sentence No. 2 is limited to "a girl" or "a woman".

5. Note that "he" and "she" are introduced in separate objectives and then contrasted.

6. Avoid overteaching of the titles Mrs./Miss in order to prevent confusion of objectives.

7. Possible error "*she's is" for "she's". Use Correction Technique No. 2

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 37:

1. Musical Chairs

Children's chairs are placed in a circle with one big "teacher" chair included. Pupils walk in a circle while music is playing. When music stops all pupils sit down. One pupil will be sitting in the big "teacher" chair. The pupil to his left produces the appropriate sentences for this S.O.

2. Spin-The-Bottle

Pupils sit in a circle. One pupil is selected to be "It". "It" spins a bottle in center of the circle. When bottle points to a pupil, "It" goes and stands behind the pupil and produces the sentences appropriate for this S.O. The child seated becomes "It".

3. Wearing Pronouns

Make signs "He" and "She" to hang on the boys and girls for a short time on several different days. Use an interesting selection technique for choosing boy and girl partners to come to front of group. The partners talk about each other in a way appropriate for this S.O.

4. Musical Circle

Teacher prepares labels on which are written names of school personnel, reading series characters, and storybook characters. These labels are taped to the floor in a circle formation. Pupils are selected to stand in each circle. As music is played children walk, hop, jump, or run around circle. When music stops each pupil is on a label. Pair the pupils and let each pair talk about each other in a way appropriate for this S.O.

5. Two Deep

Have pupils form a circle. One pupil is chosen to be "It". "It" runs around the circle and then stands in front of a pupil of his choice and says, for example,

"This is Gloria. She's a girl."

Then the student talked about (i.e. Gloria) becomes "It".

STRUCTURAL OBJECTIVE 37 : Production of related sentences contrasting the pronouns "he" and "she".

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk about these people in the same way.	This is Mike. He's a boy. This is Mrs. Carter. She's a woman.

Suggested Context(s):

Social Studies
Story Hour

Suggested Vocabulary:

Classmates
School personnel
Known community people
Known storybook characters

Suggested Resources and Materials:

Chairs (musical chairs)
Bottle (used for a spinner)
Pronoun tags — "he" and "she"
Tags with names of pupils, school personnel, or storybook characters
See S.O. 35 - 36

Teaching Points:

1. Use of a contrast situation as a teaching strategy constrasting the personal pronouns "he" and "she".

2. $NP_1 + V_{be} + NP_1$

3.

NP_1	V_{be}	NP_1	NP_1+V_{be}	NP_1
this	is	Roger	he's	a boy
		Mr. Begay		a man
		Mary	she's	a girl
		Mother Hubbard		a woman
		etc.		

4. The predicate noun in sentence No. 2 is limited to "a boy", "a man", "a girl", "a woman".

5. Errors are highly probable in use of "he" and "she". Use Correction Technique No. 2.

6. Randomize the use of masculine and feminine.

7. Make certain that all people talked about are known by the pupils and have names.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 38:

1. The Three Bears (or any other familiar story)

Use large picture book or filmstrip of the story. Use a captivating selection technique and let pupil selected point to the characters and items in the story making the appropriate sentences for this S.O. Work through the story in sequence.

2. Paper Dolls

Put all known paper dolls and their "personal possessions" (purse, belt, hat, puppy, etc.) in a box. Let pupils draw something from box and produce the appropriate sentences for this S.O.

3. Picture Lotto

Place flash card pictures of school personnel, familiar storybook or reading series characters, and various familiar items face down in the center of a table. Pupils sit around table and take turns selecting a card. When pupil takes card, he produces the appropriate sentences for the picture on the card. If the sentences are correct, the pupil keeps the card. If the sentence is incorrect, pupil places card face down on table. Pupil having most cards at end of game is the winner.

4. Spinner Board

Prepare spinner board using characters and items of your choice. Pupils sit around board and take turns spinning. When spinner stops, pupil who turned spinner produces the appropriate sentences for the thing or person to which the spinner points. Someone keeps scores of correct responses. Pupil with most correct responses wins.

5. Writing Fun (See S.O. 35-36)

Prepare a work sheet of known characters and items Pupils will write appropriate sentences under each picture to go with this S.O.

STRUCTURAL OBJECTIVE 38 : Production of sentences in which "he", "she" and "it" are contrasted.

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	This is Lucy. She's a girl.
Let's talk about these people and things in the same way.	This is Mr. Tom. He's a man.
	This is a pencil. It's red.

Suggested Context(s):

- Classroom
- Story Hour
- Recreational Arts
- Science
- Math
- Social Studies
- Reading Readiness

Suggested Vocabulary:

- Classmates
- School personnel
- Known community people
- Known storybook characters

Suggested Resources and Materials:

- Storybook figures or pictures of characters
- Paper dolls and clothes
- Pictures of storybook characters
- Filmstrip stories

Teaching Points:

1. Use of contrast situation as a teaching strategy contrasting the personal pronouns "he", "she" and "it".

2. $NP_1 + V_{be} + NP_1$
   $NP_1 + V_{be} + Adj$

3.

NP_1	V_{be}	NP_1	NP_1+V_{be}	Pred N
this	is	Tom Thumb	he's	a boy
		Mr. Tom		a man
		Lucy	she's	a girl
		Mother Goose		a woman
		etc.		

NP_1	V_{be}	NP_1	NP_1+V_{be}	Adj
this	is	a pencil	it's	red
		an eraser		small
		etc.		etc.

4. The predicate noun in sentence No. 2 is limited to "a boy", "a man", "a girl", "a woman". The adjectives in sentence No. 2 are limited to color and size terms.

5. In this objective use inanimate objects with the pronoun "it".

6. Randomize situations to elicit the various responses.

7. Multiple errors are probable in use of pronouns and/or indefinite article "a". Use Correction Technique No. 2

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 39:

1. Spin-The-Bottle
   (Good for presentation phase of this S.O.)

   Children stand or sit in a circle. Teacher or aide stands in center of circle and spins a bottle. When the bottle stops, the teacher says to the pupil to whom the bottle is pointing, "I'm Mrs. ____." "I'm a teacher. Tell me about yourself." The pupil produces the appropriate related sentences for this S.O.

2. Jack In The Box (See S.O. 35)

   Use a large box in which a boy is hidden. At a given signal a girl taps the box. "Jack" pops up and produces the appropriate related sentence for this S.O.

   For the girls turn to hide, the game may be called, "Jackie-In-The-Box."

3. Let's Pretend

   Using hats or other appropriate props, pupils may pretend to be school personnel, storybook characters, community workers, etc. Pupil produces the appropriate related sentences for the character he is playing.

4. Comic Strip

   Prepare a simple comic strip ditto of well-known storybook characters with a balloon-shaped space over each one. The space indicates that the character is speaking. Pupils may write in appropriate related sentences to show what each one is saying.

STRUCTURAL OBJECTIVE 39 : Production of related sentences using the "am" form of the verb "be" with the pronoun "I".

Estimated Lessons: /2-3/

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/ pretend situation and says: I'm Mrs. Carter. I'm a $\left\{\begin{matrix}\text{woman.}\\ \text{teacher.}\end{matrix}\right\}$	
Now, tell me about yourself.	I'm $\begin{bmatrix}\text{Mike.}\\ \text{Lucy.}\end{bmatrix}$ I'm a $\begin{bmatrix}\text{boy.}\\ \text{girl.}\end{bmatrix}$

Suggested Context(s):

Social Studies
Story Hour

Suggested Vocabulary:

Own names
Known storybook characters
Known holiday characters
Known school personnel and community workers

Suggested Resources and Materials:

Large Box
Masks
Hats related to occupations
Pictures of storybook and nursery rhyme characters
Spinner (bottle)

Teaching Points:

1. First production of the "am" form of the verb "be" with the pronoun "I". See S.O. 7 for use of "I" with "can".

2. $NP_1 + V_{be} + NP_1$

3. NP_1+V_{be}	NP_1	NP_1+V_{be}	Art	N
I'm	Mike	I'm	a	boy
	Mrs. Carter			woman
	Mr. Tso			trader
	Cinderella			girl
	etc.			etc.

4. In pretend situations the predicate noun in sentence No. 2 may be extended to include known occupational terms of people in the school and community.

5. The contracted form "I'm" is the natural way of expressing "I am". If pupils say "I am", use Correction Technique No. 1.

6. Errors are probable in use of article "a". Watch for errors, "*I'm a Mike". "*I'm boy." Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 40:

1. Spin The Bottle (See S.O. 37)

   Pupils stand or sit in a circle. One pupil is selected to be "It". "It" stands in center of circle and spins a bottle. When the bottle stops, "It" produces the appropriate related sentences for this S.O. The pupil to whom the bottle is pointing becomes "It".

2. Puppet Role Playing

   Prepare paper bag puppets for storybook characters, holiday characters, or occupational workers. Pupils are organized in pairs. Each pair chooses the puppets they want, and as directed by teacher they come to front of group, display their puppets, and carry out the appropriate dialog for this S.O.

3. Let's Pretend (See S.O. 39)

   Pupils may use appropriate props to pretend they are school personnel or other adults they know. Pupils are arranged in groups and carry out the dialog appropriate for this S.O.

4. Team Relay

   Divide pupils in Teams A & B. (Not more than 5 in a team.) Place two piles of puppets on a table with a team lined up about six paces from each pile. At a given signal the first pupil in each team goes to table, picks up a puppet. They turn, look at each other and carry out the appropriate dialog for this S.O. Then they give their puppets to the teacher who gives them a blue construction paper ribbon for correct sentences. Team having most blue ribbons wins.

STRUCTURAL OBJECTIVE 40 : Production of related sentences using the "are" form of the verb "be" with the pronoun "you".

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/ pretend situation and says to pupil-partners: Talk to each other in the same way.	P1: Looking at partner: You're Mike. You're a boy. P2: Looking at partner: You're Lucy. You're a girl.

Suggested Context(s):

Social Studies
Story Hour
Holiday Centers

Suggested Vocabulary:

Classmates names
Known storybook characters
Known holiday characters
Known school personnel and community workers

Suggested Resources and Materials:

Storybook figures
Masks
Hats related to occupations

Teaching Points:

1. First production of the "are" form of the verb "be" with "you" as subject. See S.O. 10 for use of "you" with modal "can".

2. $NP_1 + V_{be} + NP_1$

3. NP_1+V_{be}	NP_1	NP_1+V_{be}	Art	N
you're	Mike	you're	a	boy
	Lucy			girl
	Mr. Tom			bus driver
	Mrs. Begay			nurse
	etc.			etc.

4. The predicate noun in sentence No. 2 may be extended to include known occupational terms of people in the school and community.

5. The contracted form "you're" is the natural way of expressing "you are", but this should not be confused with "your" as introduced in S.O. 3. If pupils say "You are" use Correction Technique No. 1.

6. Errors are probable in use of article "a". Watch for errors "*You're a Mike." "*You're boy". Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 41:

1. Knock, Knock

Children put their heads down and close their eyes. Teacher secretly selects one pupil to be "It". "It" walks around on tip-toe and knocks on someone's desk. That pupil asks, (without raising his head), "Who are you?" "It" says, "I am ____. (I'm a ___.)"

2. Let's Pretend (See S.O. 39-40)

Place puppets or other character props (like hats) behind a screen. Select a pupil to go behind screen and choose whom he wants to be. Another selected pupil acts as doorkeeper. When first pupil knocks, the doorkeeper asks question and the knocker answers. Questions and answers must be appropriate for this S.O.

3. Hide-And-Seek

Station several pupils around room in places where others can hide. Stationed pupils close their eyes pretending to be asleep. Other pupils are directed to hide near the "sleeping" ones. The "hiding" pupils make funny sounds (e.g. scratching, moaning, laughing, etc.) The "sleeping" ones wake up and ask, "Who are you?" and the "hiding" ones answer appropriately.

STRUCTURAL OBJECTIVE 41 : Production of a "who" question using the pronoun "you" as the subject and the answer with the pronoun "I" as the subject.

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response
Teacher sets up appropriate/ pretend situation, gives example of dialog, and has pupil-partners engage in similar dialog.	P1: Who are you? P2: I'm Lucy. (I'm a nurse.)

Suggested Context(s):

Classroom
Social Studies
Story Hour

Suggested Vocabulary:

Classmates
School personnel
Known community people
Known storybook characters

Suggested Resources and Materials:

Masks
Hats related to occupations
Storybook figures
Puppets
Chart with pupils' names

Teaching Points:

1. Introduction of reciprocal relationship of "you" and "I" as subject in questions and answers.

2. $NP_1 + V_{be} + NP_1$

$$NP_1 \rightarrow \left\{ \begin{matrix} \text{Subj} \\ \text{Pred Noun} \end{matrix} \right\}$$

$\text{Subj} \rightarrow \text{you}$

$V_{be} \rightarrow \text{are}$

$\text{Pred Noun} \rightarrow \text{Proper Name}$

"Wh" Question Transformation

You + are + Name ⟶

You + are + who ⟶

3.

NP_1	V_{be}	NP_1	NP_1+V_{be}	Pred Noun
who	are	you	I'm	Lucy Mrs. Carter Mr. Tom etc.

4. The sequenced related sentence by Pupil 2 is optional. It is an extension of S.O. 39.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 42:

1. Wrong Sign

Teacher displays puppets or props for community workers, storybook characters, school personnel, and classmates' silhouettes. Teacher also puts up signs which read "a boy", " a girl", "a cook", "a teacher", etc. Pupils take a walk by the displays and choose a prop and a sign which do not match the prop. As each pupil shows his prop and sign, someone is selected to produce the appropriate negative statement followed by a correcting sentence.

2. Dress-Up

Collect items representative of occupations. (e.g. hats, doctor's coat, teacher's pointer, cook's pan, etc.) Select several pupils to "dress-up". Give each one of these "dressed-up" pupils a partner. These pupil-partners carry out appropriate dialog for this S.O.

3. What's My Line

Teacher puts on a fireman's hat and pretends to be cooking food. A pupil is selected to say, "You're not a cook. You're a fireman." If pupil's sentences are correct he may role play like the teacher did. Each pupil who makes correct sentences may be a "pretender".

STRUCTURAL OBJECTIVE 42 : Production of a negative statement with a predicate noun followed by a correcting sentence.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/ pretend situation and says:	Lucy isn't a boy. She's a girl.
Let's talk about each other.	Mr. Tom isn't a cook. He's a bus driver.
	You're not a girl. You're a boy.

Suggested Context(s):

Social Studies
Story Hour

Suggested Vocabulary:

Classmates names
Known school personnel and community workers
Known storybook characters
Names of classroom dolls and/or puppets

Suggested Resources and Materials:

Dolls and puppets
Storybook figures or pictures
Masks
Old clothes for costumes
Hats related to occupations

Teaching Points:

1. This objective is the same structure as S.O. 24. The personal pronouns are extended by producing positive and negative sentences.

2. $NP_1 + V_{be} + NP_1 \rightarrow$

$NP_1 + V_{be} + neg + NP_1$

$NP \rightarrow \left\{\begin{array}{l}\text{Subj}\\ \text{Pred Noun}\end{array}\right\}$

Subj → Proper Name, you, I

$V_{be} \rightarrow$ is, am, are

$NP_1 + V_{be} + NP_1$

$NP1 \rightarrow \left\{\begin{array}{l}\text{Subj}\\ \text{Pred Noun}\end{array}\right\}$

Subj → he, she, you, I

$V_{be} \rightarrow$ is, am, are

3.

NP_1	V_{be} + neg	Art	N
Lucy Mr. Tom etc.	isn't	a	boy cook etc.

$NP_1 + V_{be}$	Art	N
She's He's	a	girl bus driver etc.

4. Use contractions as given in examples.

5. The negative statement is acceptable by itself, but encourage pupils to add the correcting sentence. In this objective the teacher/aide should always add a correcting sentence following a negative statement in order to give examples to the pupils.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 43:

1. Who's Who

Make large cut-outs or use large chart pictures of reading readiness characters or storybook friends.

Teacher displays one at a time and asks an appropriate yes/no question about it. Pupil responds with correct shortened answer. (Be sure to randomize for affirmative and negative responses.)

2. Dress-Up (See S.O. 42)

Place props for various characters in a box behind a screen. Have name cards in a box or tray. Have 5 pupils walk by, pick up a name card, and give it to the pupil whose name is written on it. The pupils who have a name card go behind the screen and "dress up". As they come out one at a time, the teacher asks an appropriate "yes/no" question and calls on another pupil to give answer. If pupil answers correctly, he goes behind screen to "dress-up".

3. Who's This?

Prepare a ditto of storybook friends, community workers, etc. Under each picture print a "yes/no" question and draw a line on which the pupils can write the appropriate answer. Be sure to randomize affirmative and negative answers. Correct and reward.

STRUCTURAL OBJECTIVE 43 : Production of a shortened answer in response to a "yes/no" question with a predicate noun.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Is Mike a boy?	Yes, he is.
Is Mrs. Harvey a man?	No, she isn't.
Are you a girl?	Yes, I am./No, I'm not.
Am I a janitor?	No, you're not.

Suggested Context(s):

Social Studies
Story Hour

Suggested Vocabulary:

Classmates
School personnel
Known community people
Known storybook characters

Suggested Resources and Materials:

Dolls and puppets
Masks
Storybook figures or pictures
Old clothes for costumes
Hats related to occupations

Teaching Points:

1. This objective is the same structure as S.O. 33. The personal pronouns are extended by answering "yes/no" questions.

2. Sent Adv + NP + V_{be} (+not)
Sent Adv $\rightarrow$ yes/no
NP $\rightarrow$ I, you, he, she
V_{be} $\rightarrow$ am, are, is

3. Sent Adv	NP	V_{be}	(neg)
yes	I	am	—
	you	are	—
	he	is	—
	she	is	—
no	I'm		not
	you're		
	he	isn't	
	she	isn't	

4. The subject in the question is a proper name or the pronouns "I", "you", "he", and "she".

5. Reinforcement of shortened answer in response to "yes/no" question. Require verbal, three-word response. If pupil response is a short answer, use Correction Technique No. 2.

6. Errors in pronoun-verb agreement are probable. Also watch for errors such as: "*No, he is." "*Yes, she isn't." Use Correction Technique No. 2.

7. Use contractions as given in examples. Avoid the use of "you aren't" at this time.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 44:

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1. Silhouettes And Photos

   Display in various parts of the classroom the pupil silhouettes and pictures of school personnel. Arrange the pupils in pairs and let them walk about the room. Paired pupils are given a card on which is written a 1 or 2. The pupil carrying a #1 card chooses a place to stop, points to a silhouette or picture and asks an appropriate "yes/no" question. The #2 pupil gives the appropriate response. Then they exchange cards and continue. Pupils may change partners two or three times in order to get more practice.

2. Who Am I?

   Organize pupils in pairs. Place community worker paper-bag puppets on a table or the chalktray. Let pupils go and select their puppets. Then direct the pairs in producing the dialogs #2 and #3 as given in the Pupil Response of this S.O.

   Social Studies, reading readiness or storybook character puppets may be used.

3. Two Deep (See S.O. 37)

   Conduct this activity as explained in S.O. 37. As children stand in a circle, "It" runs around circle one time and stands in front of a pupil of his choice. He asks a "yes/no" question of this S.O., and the partner gives an appropriate answer. Then, the partner becomes "It".

STRUCTURAL OBJECTIVE 44 : Production of a "yes/no" question using the verb "be" and a predicate noun.

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/pretend situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	1) P1: Is Mike a boy? P2: Yes, he is. 2) P1: Are you a janitor? P2: No, I'm not. 3) P1: Am I a cook? P2: No, you're not.

Suggested Context(s):

Social Studies
Story Hour
Classroom

Suggested Vocabulary:

Classmates names
Known school personnel and community workers
Known storybook characters
Names of classroom dolls and/or puppets

Suggested Resources and Materials:

Dolls and puppets
Masks
Storybook figures or pictures
Old clothes for costumes
Hats related to occupations

Teaching Points:

1. This objective is the same structure as S.O. 34. The personal pronouns are extended by producing and answering "yes/no" questions.

2. The "yes/no" question in this objective is a transformation of S.O. 22.

$NP_1 + V_{be} + NP_1$

$NP_1 \rightarrow \begin{Bmatrix} \text{Subj} \\ \text{Pred Noun} \end{Bmatrix}$

Subj $\rightarrow$ Proper Name, I, you, he, she

$V_{be} \rightarrow$ am, are, is

"Yes/No" Question Transformation

Subj + V_{be} + Pred Noun $\rightarrow$
V_{be} + Subj + Pred Noun

3.

V_{be}	Subj	Art	Noun
am	I	a/an	cook
are	you		janitor
is	he		trader
	she		woman
	Mike		boy
	etc.		etc.

4. Errors in pronoun-verb agreement in both question and answer are probable.

5. The questions with "are" and "am" may need to be presented in separate lessons and then contrasted with "is".

6. If "he" and/or "she" is used as the subject in the question be sure to establish the referent before the pupil produces the question.

UNIT VI: Conjunctions

Conjunction "Or"

S.O. 45: Production of a short answer using a common noun in response to an "or" question.

S.O. 46: Production of short/shortened answers in response to contrasting "yes/no" and "or" questions.

S.O. 47: Production of a short answer using a proper name in response to an "or" question.

Conjunction "And"

S.O. 48: Production of a short/shortened answer using the conjunction "and" to join subject noun phrases.

S.O. 49: Production of a statement using the conjunction "and" to join main verbs.

S.O. 50: Production of a statement using the conjunction "and" to join predicate adjectives.

Pacing:

Lessons: 10 - 18

Weeks: 2 (Maximum)

Present Prefamiliarization

No. 6 during this Unit.

Related Texts:

American English series

Book One: Units 17 & 18

Prefamiliarization 6 : Recognition of morphological change in nouns when there is one or more than one.

Teacher Behavior:

The teacher sets up many experiences for children to develop initial awareness regarding the changes which take place in the English language when speaking about one or more than one.

Suggested Contexts:	Suggested Resources & Materials:
Math	Classroom objects
Science	
Art	

Suggested Activities:

(1) Commands: Give commands to pupils requiring them to distinguish between one and more than one. For example, say to a pupil, "Bring me one pencil."
"Bring me two pencils."
Then say to another pupil, "Bring me four balls."
"Bring me one ball."
Randomize the use of singular and plural, and the number names from one to ten.

(2) Science Walk: Take a walk around the school and community. Have the pupils collect items to put in a science center according to your direction. For example,
"Pick up one leaf." "Pick up three leaves."
"Find one white rock." "Find two smooth stones."

(3) Draw-a-Picture: Have pupils draw pictures according to your directions. For example, "Draw one hogan in your picture. Draw six sheep. Draw two horses. Draw three cedar trees. Draw one boy and one girl. etc."

Notes:

1. Introduce before Unit 7, S.O. 51 - 58.
2. Call attention to the change in sound in plurals by giving examples only.
3. Teacher and Aide are to place special emphasis on clearly pronouncing the /s/, /z/, or /əz/ as the final sound of the plural forms.
4. Use only count nouns forming regular plurals at this time.
5. Talk about things the child can handle or see.
6. Do not use activities which require the pupils to know number concepts more than ten.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 45:

1. Name Cards

Make name cards with the pupils' names written in manuscript. Put cards face down in a box or on a table. A pupil selects a card and shows it to the class. The teacher asks the question of this S.O. using the name on the card, "Is ____ a boy or a girl?" The pupil holding the card gives the correct response. (The pupil whose name is on the card may become the next player.)

2. Class Roster

Make a list of all pupils in the class on a large chart. Select a child to point to a name. (The child who points may be blindfolded.) The teacher asks the question of the S.O. and the child who points gives the correct response.

3. Spin The Bottle

Seat children in a large circle. "It" spins a bottle. The teacher asks the question of this S.O. about the child the bottle is pointing to and "It" gives the response. The pupil who the bottle points to becomes "It". For variety, put familiar objects in the circle and have the children sit behind the objects. Ask the question about the object pointed to rather than the child.

4. Fishing Game

Paste pictures of familiar objects on fish cut from tagboard. As a pupil catches a fish, the teacher asks the S.O. question. (e.g., Is this a table or a chair?) The pupil then gives the correct response. (Use a fishing pole with a magnet for a hook and place a paperclip on the head of each fish.)

5. Numeral Game

Prepare a set of flash cards with the numerals one to ten. The teacher asks about the numbers (e.g. Is this a five or a six?) A child is selected to give the response.

STRUCTURAL OBJECTIVE 45 : Production of a short answer using a common noun in response to an "or" question.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. Is Lucy a boy or a girl? Am I a teacher or a nurse? Are you a boy or a man?	A girl. A teacher. A boy.
2. Is this a book or a magazine?	A magazine.

Suggested Context(s):

Math
Arts and Crafts
Social Studies
Story Hour
Science

Suggested Vocabulary:

Classmates
Known school personnel and community workers
Known storybook characters
Known animals, geometric figures, classroom items, playground equipment, etc.

Suggested Resources and Materials:

Name cards (pupils)
Chart of pupils' names (class roster)
Spinner (bottle)
Box of familiar objects
Geometric figures (models or pictures)
Materials for fishing game
Large flash cards with numerals 1 - 10

Teaching Points:

1. Introduction of the "or" question.

2. NP → Art + Noun
Art → a/an
Noun → common

3.

Art	Noun
a/an	woman trader book stick etc.

4. In the question the subject may be:
   - (a) proper name
   - (b) pronouns—I, you, he, she
   - (c) demonstrative pronoun "this"

5. In asking the "or" question, randomize the conjoined noun phrases in order to ensure comprehension of choice. For example, be careful not to give the answer away by always saying it first or always saying it last.

6. Shortened answers are acceptable. (e.g. She's a girl. It's a magazine.) If pupils answer with a statement (e.g., Lucy is a girl. This is a magazine.) Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 46:

1. Puppet Playmates

Use a variety of puppets for the pupils to hold. The teacher asks the questions of this S.O. and the pupils either answer about someone else or about themselves.

Hand puppets may be made from paper sacks or old socks. Large puppets or characters may be cut from cardboard with holes for the face and arms. Puppets may personify real people, fictional persons the children know, or animals. After puppets have been made, they will be useful for numerous learning activities.

2. Number Off

Have ten pupils line up and give each one a flash card with a numeral on it. The questions of this S.O. can be asked, such as:

Is number five a girl?
Is number nine a boy or a girl?

This activity may be varied by having pupils "number off" instead of holding cards with numerals.

3. What's My Line

Use hats of various known occupations. Let a child choose a hat to wear, and then ask the questions of this S.O. (e.g., Is Lucy a nurse or a cook?) Pupils may answer about each other or themselves.

(Note: Make certain the pupils know the occupations represented by the hats.)

4. Nursery Rhyme Characters

Show pictures of familiar nursery rhyme or fairy story characters. Teacher asks the questions of this S.O. (e.g., Is Miss Muffet a girl? Is Old Mother Hubbard a man or a woman?) The pupils give the correct response.

STRUCTURAL OBJECTIVE 46 : Production of short/shortened answers in response to contrasting "yes/no" and "or" questions.

Estimated Lessons: /2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. Is Mike a boy? Is Mike a boy or a girl?	1. Yes, he is. A boy.
2. Are you a teacher? Are you a teacher or a nurse?	2. No, I'm not. A nurse.
3. Is this a dog or a cat? Is this a dog?	3. A cat. Yes, it is.

Suggested Context(s):

Math
Science
Arts and Crafts
Social Studies
Story Hour

Suggested Vocabulary:

Classmates
Known school personnel and community workers
Known storybook characters
Known animals, geometric figures, classroom items, playground equipment, etc.

Suggested Resources and Materials:

Life-size puppet cut-outs
Hats for various known occupations
Pictures or cut-outs of nursery rhyme characters
Geometric figures (models or pictures)
Large flash cards with numerals 1 - 10

Teaching Points:

1. Use of a contrast situation as a teaching strategy to discriminate between the answers of "yes/no" and "or" questions.

2. "Yes/No" Response
Sent Adv + NP + V_{be} (+not)

"Or" Response
Art + Noun

3. In the question the subject may be:
   a) proper name
   b) pronouns — I, you, he, she
   c) demonstrative pronoun "this".

4. The predicate noun phrase in question No. 3 is limited to non-human singular count nouns.

5. The indefinite article "a" is a part of the response to the "or" question.

6. Answers to the questions are not one word (e.g. boy) nor a statement (e.g. Mike is a boy. This is a cat.) Use Correction Technique No. 2.

7. Visual reinforcement of the contrasting structures is a help to the learners.

8. For the probable error in confusing the answers, use Correction Technique No. 2. For all other errors use Correction Technique No. 1.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 47:

1. Puppet Playmates (See S.O. 46)

2. What's My Line (See S.O. 46)

3. Nursery Rhyme Characters (See S.O. 46)

4. Photographer

   On visits around school and community, take polaroid pictures of known adults. Use photographs in the classroom to ask the questions of this S.O.

STRUCTURAL OBJECTIVE 47 : Production of a short answer using a proper name in response to an "or" question.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Are you Mike or Roger?	Roger.
Am I Mrs. Carter or Mr. Carter?	Mrs. Carter.
Is this Lucy or Gloria?	Lucy.
Is the bus driver Mr. Begay or Mr. Tom?	Mr. Tom.

Suggested Context(s):

Classroom
Story Hour
Social Studies

Suggested Vocabulary:

Classmates
School personnel
Known community workers
Known storybook characters

Suggested Resources and Materials:

Pictures or cut-outs of nursery rhyme characters
Hats of known occupations
Life-size puppet cut-outs
Photographs of pupils and known adults

Teaching Points:

1. Extension of the "or" question by using names as the conjoined predicate noun.

2. NP → Ø + Noun

   Noun → Proper name

3.

Proper Name
Mike
Mr. Begay
Cinderella
Little Boy Blue
etc.

4. In the question the subjects may be:
   (a) pronouns — I, you, he, she
   (b) demonstrative pronoun "this"
   (c) singular count nouns preceded by "the"

5. This objective is intended mainly to familiarize pupils with this form of the "or" question. Don't overteach.

6. Related "yes/no" questions have not been presented because of probable confusion of pronoun agreement in the shortened answer. If you wish to present the "yes/no" questions, require only the short answer.

1. Who Can

Make five circles on the floor with chalk or masking tape. Designate each circle as a certain action which the pupils can do, such as: hop, skip, jump, clap, turn around, etc. Direct the pupils to go to each circle and do what the circle tells them to do. (Five pupils may be doing the five different actions at a time.) When each pupil has finished all five actions, the teacher asks the questions of this S.O. A pupil (or pupils) is asked to respond.

2. Spin The Bottle

Pupils stand in circle. A bottle is spun and the pupil it points to is directed to do an action, such as: skip, touch his toes, jump up and down, etc. The teacher asks, "Who can _____?" The bottle is spun again and the second pupil is directed to do the same action, and the teacher asks, "Who else can _____?" Then both pupils are directed to repeat the action. The teacher asks, "Who can ____?" A pupil(s) responds correctly to each question.

3. Nursery Rhyme Action

Choose familiar nursery rhymes or stories where two characters do the same action. For example, Jack and Jill, Three Little Pigs, Billy Goats Gruff, etc. The questions of this S.O. can be asked about the characters. For example,:

Who can go up the hill?
Who can build a house?
Who can cross the bridge?

4. Song: "Mike Can Run" (See S.O. 8)

To a familiar tune such as "Skip To My Lou", sing the following words:

Mike can jump and John can, too.
Mike can jump and John can, too.
Mike can jump and John can, too.
Mike and John can jump.

STRUCTURAL OBJECTIVE 48 : Production of a short/extended short answer using the conjunction "and" to join subject noun phrases.

Estimated Lessons: /1-2 /

Teacher Cue	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. Who can jump?	1. Mike./Mike can.
2. Who else can jump?	2. Roger./Roger can.
3. Who can jump?	3. Mike and Roger./Mike and Roger can.

Suggested Context(s):

Classroom playtime
Music
Arts and Crafts

Suggested Vocabulary:

Known verbs that may be used when making bodily response to musical rhythm, such as: march, clap, hop, skip, tap, run, etc.

Suggested Resources and Materials:

Pictures of nursery rhyme characters
Art supplies
Spinner (bottle)

Teaching Points:

1. First production of "and". See S.O. 7 for review of question and response using modal "can".

2. NP + and + NP (modal)

$$NP \rightarrow \left\{ \begin{array}{l} \text{Proper name} \\ \text{You and I} \\ \text{Art + noun} \end{array} \right\}$$

3.

Art	Noun	Conj	Art	Noun	Modal
Ø	Mike	and	Ø	Roger	(can)
Ø	You		Ø	I	can
the	cat		the	dog	(can)
	etc.			etc.	

4. Note that the modal "can" is optional in the response except with personal pronouns "you" and "I".

5. Limitations:
   1) Personal pronouns "you" and "I". Avoid using "he", "she" and "it".
   2) Singular count nouns preceded by the de-determiner "the".

6. The concept of "else" may have to be developed in Navajo.

7. In this objective all three questions are required in the sequence given. Response No. 3 requires the subject used in Nos. 1 and 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 49:

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1. Two-To-Do

Pairs of children are directed to do two separate actions. The pupils talk about what they can do. For example,

P1: Mike can skip and turn around.
I can skip and turn around.

P2: Roger can sing and clap.
I can sing and clap.

2. Puppet Emcee

Have a puppet direct an "action show" by directing pupils to do two or more actions. The puppet calls on the pupils to talk about what they can do.

You may set up an area of the classroom to be a stage for the "action show" and let the puppet use a circus barker type of voice.

3. Who Can (See S.O. 48)

Conduct as explained in S.O. 48. The only difference is to have the pupils talk about what they can do instead of answering a question. (e.g., Lucy can hop and turn around.)

4. Picture Mimics

Give a pupil paired pictures of a person performing two different actions (e.g., eating and drinking, jumping rope and running, etc.) The pupil "mimics" or imitates the actions in the pictures. Another pupil tells what he can do, such as:

Roger can eat and drink.
Gloria can jump and run.

The pupil who does the actions can talk about what he can do.

STRUCTURAL OBJECTIVE 49 : Production of a statement using the conjunction "and" to join main verbs.

Estimated Lessons: /1-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk in the same way.	Mike can hop and skip. I can run and jump.

Suggested Context(s):

Recess
Music

Suggested Vocabulary:

Known verbs that may be used when making bodily responses to musical rhythm, such as: march, clap, hop, skip, tap, run, etc.

Suggested Resources and Materials:

Record player and records
Paired pictures illustrating a person performing two actions
Paired pictures of animals doing actions
Playground equipment

Teaching Points:

1. Extension of conjunction "and" by conjoining main verbs in a statement.

2. NP + V_i

$$NP \rightarrow \begin{Bmatrix} \text{proper names} \\ \text{I and you} \\ \text{Art + Noun} \end{Bmatrix}$$

$V_i \rightarrow$ Modal + MV

$M \rightarrow$ can

This statement is a transformation of two basic sentences.

$$\begin{matrix} NP + M + MV \\ NP + M + MV \end{matrix} \longrightarrow NP + M + MV + and + MV$$

3.

Art	Noun	M	MV	Conj	MV
∅	Mike	can	hop	and	skip
∅	You		skip		clap
The	dog		run		bark
	etc.		etc.		etc.

4. Limitations:
   1) Personal pronouns "you" and "I". Avoid using "he", "she", and "it".
   2) Singular count nouns preceded by determiner "the"

5. Note that statements are not cued by questions.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 50:

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1. Color and Size Assortment

Display on a table an assortment of objects which are differentiated by their color and size. Pupils are directed to choose an object and to tell about it. For example:

The circle is big and blue.
The apple is red and small.
The ruler is long and brown.

2. Grab Bag

Put objects in a large bag or box which are differentiated by their shape and texture. A pupil reaches in, pulls one out, and tells about it. For example:

The orange is round and smooth.
The block is square and rough.

Other objects may be put in the bag which are differentiated by texture and color. For example:

The (toy) dog is brown and furry.
The kitten is soft and gray.

3. What's On The Tree

Attach many cut-outs to a tree branch or limb. Pupils select a cut-out, take it from the tree, and talk about it. (Let pupils keep the cut-out they select.) Sample sentences are:

The book is rectangular and green.
The lamb is white and soft.
The egg is oval and smooth.

4. Fishing Game (See S.O. 45)

Conduct as explained in S.O. 45. Make new fish with pictures which can be described by either color, size, shape, or texture terms.

STRUCTURAL OBJECTIVE 50 : Production of a statement using the conjunction "and" to join predicate adjectives.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk in the same way.	The circle is big and red. The table is smooth and rectangular. The kitten is small and furry. The lemon is oval and yellow.

Suggested Context(s):

Math
Science
Health (foods)

Suggested Vocabulary:

Adjectives
- (1) Known color terms
- (2) Known size terms
- (3) Shape - round, square,oval, triangular, rectangular
- (4) Texture - rough, smooth, hard, soft, furry, sticky

Suggested Resources and Materials:

Familiar objects identifiable by shape, texture, size, and color
Geometric figures (real, models, or pictures)
Cloth bag
Tree (limb) with cut-outs attached to branches

Teaching Points:

1. Extension of conjunction "and" by conjoining predicate adjectives.

2. $NP + V_{be} + Adj$

$NP \rightarrow Art + Noun$

$V_{be} \rightarrow is$

This statement is a transformation of two basic sentences.

$$\begin{matrix} NP + V_{be} + Adj \\ NP + V_{be} + Adj \end{matrix} \longrightarrow NP + V \quad + Adj + and + Adj$$

3.

Art	Noun	V_{be}	Adj	Conj	Adj
The	square	is	blue	and	small
	table		square		brown
	dog		big		black
	apple		round		red
	etc.		etc.		etc.

4. Limitations:
   1) Adjectives of size, color, shape, and and texture
   2) Singular count nouns preceded by determiner "the"

5. Adjectives chosen must be appropriate to the noun they describe. Randomize the use and placement of adjectives.

UNIT VII: Plurals of Count Nouns

S.O. 51: Discrimination of singular and plural count nouns as shown in response to a command.

S.O. 52: Production of a short answer in response to a "which/or" question using adjectives of color.

S.O. 53: Production of a short answer in response to the "which/or" question using the verb construction "can see".

S.O. 54: Discrimination between singular and plural count nouns as shown by production of short answers in response to a "which/or" question.

S.O. 55: Production of a statement with direct objects in singular or plural form.

S.O. 56: Production of a statement using "are" form of "be" with plural count nouns.

S.O. 57: Production of contrasting statements using the "is" and "are" forms of the verb "be".

S.O. 58: Production of a statement with plural subjects preceded by a number name as a determiner.

Pacing:

Lessons: 15 - 24

Weeks: 3 (maximum)

Related Texts:

American English Series:
Book One: Unit 14

CITE
Syntax 5 Unit 26
Lessons: 155 - 158

1. Variety Store

Set up a variety store in one part of the room. Display many familiar items in sets of one and more than one on a table or book case. Let pupils take turns being the "store clerk." The teacher or aide may be the "customer", directing the "clerk" to either:

Give me the red truck.
Show me the balls.

(Note: the verbs "give" and "show" are the only ones that should be used in this activity.)

2. Nature Walk

On a walk around the school campus or community, the teacher directs the children to gather items for a science center. For example:

Bring me the red rock.
Bring me the yellow leaves.
Pick up the long stick.
Pick up the smooth stones.

3. Do It Quickly

Prepare a large chart(s) with pictures of familiar items in sets of one and more than one. Have two pupils stand by the chart and direct them to touch an object or objects. The pupil who does it first correctly is the winner. This activity may be conducted with teams and the score kept for added interest. Sample directions are:

Touch the shirt.
Touch the cats.
Touch the green ball.
Touch the blue circles.

STRUCTURAL OBJECTIVE 51 : Discrimination of singular and plural count nouns as shown in response to a command.

Estimated Lessons: 1

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Bring me the doll/dolls. Point to the red book/books.	Pupil performs requested action.

Suggested Context(s):

Math (sets)
Social Studies
Science
Learning Readiness

Suggested Vocabulary:

bring
show
give
point to
touch

Suggested Resources and Materials:

Large variety of familiar objects in sets of one and more than one

Teaching Points:

1. Introduction of plural count nouns. Consideration should be given to the differences in the plural system of Navajo and English.

2. You + will + VP $\Rightarrow$ VP

$$VP \rightarrow V_t\ (+\ NP_3) + Art\ (+\ Adj) + N + (Z^2)$$

3.

V_t	(NP_3)	Art	(Adj)	Noun	(Z^2)
Bring	(me)	the		doll	(s)
Show	Mary		(gray)	cat	(s)
Point to	---		(red)	book	(s)
etc.	etc.		etc.	etc.	

4. Commands should be given in both singular and plural using the same vocabulary items.

5. The appropriate situation must consist of identical items in two sets, one and more than one.

6. Randomize use of singular and plural in pairs of commands.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 52:

1. Peep Box

Collect a large variety of known objects. Place two objects differentiated by their color inside a peep box. Make certain the pupil(s) do not see what objects you put in the box. As a pupil looks through the "peep hole", the teacher asks the question of this S.O.

2. Spinner Board

Place two known objects of different color in each slot or section on a spinner board. When the spinner stops, the teacher asks the S.O. question. For example, "Which is yellow, the marble or the jack?" The pupil responds appropriately.

3. Grab Bag

Prepare two grab bags with objects differentiated by color. For example, one bag could contain objects which are red, green, yellow, and black, and the second bag could contain objects which are blue, orange, white, and purple. The pupils are directed to pull one object from each bag. The teacher then asks the question of this S.O.

For variety, have the pupils cut out pictures from magazines or catalogues and paste on cards, 4" x 4". Put the cards in the grab bags instead of objects.

STRUCTURAL OBJECTIVE 52 : Production of a short answer in response to a "which/or" question using adjectives of color.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Which is black, the cow or the goat?	The cow.

Suggested Context(s):

Art
Math
Health (foods)

Suggested Vocabulary:

Known color terms
Known count nouns

Suggested Resources and Materials:

Pictures of or toy animals differentiated by color
Spinner board
Familiar objects differentiated by color
Charts of foods (fruit, vegetable, etc.)

Teaching Points:

1. Introduction of the "which/or" question.

2. NP → Art + Noun

   Art → the

   Noun → singular count

3.

Art	Noun
the	cow circle chair etc.

4. Limitation:
   Use contrasting sets of nouns of only one member each.

5. Introduce no new vocabulary in this objective.

6. If pupils answer with one word (e.g. "cow") use Correction Technique 2. If pupils substitute "a/an" for "the", use Correction Technique No. 1.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 53:

1. Peep Box (See S.O. 52)

Use the objects collected for the Peep Box Activity in S.O. 52. Show two objects to the class or group and then place one of the objects in the box without letting the class see which object was put in the box. As a pupil looks in the "peep hole", the teacher asks the S.O. question. For example, "Which can you see, the marble or the jack?" The pupil responds appropriately.

2. Paired Card Game

Prepare a set of cards (or use the ones prepared for Grab Bag in S.O. 52.) Show two cards to the class or group and then place them face down on a table without letting the class know which card contains which picture. A pupil selects a card, looks at it, and responds appropriately when the teacher asks the S.O. question.

3. Feel-Taste-Hear

Make use of objects which can be identified by touch, taste, or sound. For "touch", place an object in a bag and have the pupil feel it to identify it. For "taste", blindfold a pupil and have him eat something to identify it. For "sound", make a sound behind a pupil's back for him to identify. The pupil responds appropriately to questions, such as:

Which can you feel, the block or the ball?
Which can you taste, the cracker or the cookie?
Which can you hear, the bell or the clap?

STRUCTURAL OBJECTIVE 53 : Production of a short answer in response to the "which/or" question using the verb construction "can see".

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Which can you see, the pencil or the book?	The book.

Suggested Context(s):

Math
Health (foods)

Suggested Vocabulary:

Known count nouns.
Sensory verbs — see, feel, taste, hear

Suggested Resources and Materials:

Peep Box with familiar objects
Pictures or flash cards
Foods for tasting

Teaching Points:

1. Extension of the "which/or" question by the verb "see". The question serves as a prefamiliarization of the verb "see".

2. NP → Art + Noun

   Art → the

   Noun → singular count

3.

Art	Noun
the	pencil cup apple etc.

4. Limitations:
   (1) Subject in question is only pronoun "you"
   (2) Verb in question is only "can see"

5. If pupils answer with one word (e.g. "book") use Correction Technique No. 2. If pupils substitute "a/an" for "the", use Correction Technique No. 1.

6. Use only the verb "see" for the presentation phase. The verbs "feel", "taste", and "hear" may be used for practice activities.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 54:

1. One--More Than One

   The teacher holds up two sets of identical objects, one set of only one item and one set of more than one item. After the pupils have seen the items, one set is hidden behind the teacher's back, leaving either one object or more than one object for the pupils to see. The teacher then asks the S.O. question, such as, "Which can you see, the pencil of the pencils?" The pupil(s) respond appropriately.

2. Peep Box (See S.O. 52-53)

   Use sets of identical objects of one and more than one. Hold them up for all children to see, then place one set inside the peep box without letting the children see which set you put in. As a child looks in the "peep hole", the teacher asks the S.O. question.

3. Touch And Tell

   Blindfold a pupil and tell him to hold out his hand(s). Place in his hand(s) an object or objects easily identified by touch. Then ask the S.O. question, using "feel". For example, "Which can you feel, the pencil or the pencils?"

STRUCTURAL OBJECTIVE 54 : Discrimination between singular and plural count nouns as shown by production of short answers in response to a "which/or" question.

Estimated Lessons: / 2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Which can you see, the ball or the balls?	The balls.

Suggested Context(s):

Learning Readiness
Math
Science
Health (foods)

Suggested Vocabulary:

Known count nouns

Suggested Resources and Materials:

Sets of identical objects of one and more than one
Peep box
Grab bag
Blindfold

Teaching Points:

1. First production of plural forms of count nouns.

2. $\text{NP} \rightarrow \text{Art} + \text{Noun}$
$\text{Art} \rightarrow \text{the}$
$\text{Noun} \rightarrow \begin{Bmatrix}\text{singular count}\\ \text{plural count}\end{Bmatrix}$

3.

Art	Noun	(Z^2)
the	ball	(s)
	circle	(s)
	glass	(es)
	cat	(s)
	etc.	etc.

4. Limitations:
   (1) Subject in question is only pronoun "you"
   (2) Verb in question is only "can see"
   (3) Count nouns that have regular plural endings. Avoid tooth, mouse, child,etc.

5. Special emphasis should be give to clear pronunciation of the /s/, /z/, or /əz/ plural endings.

6. If pupils answer with one word (e.g. "book") use Correction Technique No. 2. If pupils substitute "a/an" for "the", use Correction Technique No. 1.

7. Both direct objects must be the same item, one singular and one plural.

8. Introduce with objects, not pictures. Randomize number of objects in plural sets.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 55:

1. Peep Box (See S.O. 52, 53, 54)

   Conduct this activity as explained in previous objectives. Display a large number of items in sets of one and more than one. Place an item or items in the box without the pupils seeing what you put in the box. As a pupil looks in the "peep hole", he makes the statement of this S.O.

2. Shadow Game

   Teacher or pupils use objects to cast shadows on a wall or screen. (Shapes may be used on an overhead projector.) The pupils tell what they see from looking at the shadow(s). Be sure to use identical sets of one and more than one item.

3. Window Spinner Game

   Make a spinner board with the spinner wheel covering the whole board. Cut a window in the spinner wheel. A pupil spins the wheel. When the wheel stops, the pupil tells what he can see according to what picture shows through the window.

4. Add-A-Part

   This activity is adapted from the Add-A-Body activity in S.O. 8. Use any object or thing which can be taken apart and put together or can be constructed by means of flannelboard cut-outs. For example, with a model car, when you add the wheels the child can say, "I can see the wheels." If you add the hood, the pupil says, "I can see the hood."

STRUCTURAL OBJECTIVE 55 : Production of a statement with direct objects in singular or plural form.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk about these things in the same way.	I can see the $\begin{Bmatrix}\text{car.}\\ \text{cars.}\end{Bmatrix}$

Suggested Context(s):

Math
Science
Social Studies

Suggested Vocabulary:

Known count nouns

Suggested Resources and Materials:

Books
Flannel cutouts
Family members (cutouts)
Doll house and furniture
Unassembled models
Spinner board (window game)

Teaching Points:

1. Extension of plural form of count nouns by production in a statement.

2. $NP_1 + V_t + NP_2$

$NP_1 \rightarrow$ I
$V_t \rightarrow$ Aux + V
Aux $\rightarrow$ modal
Modal $\rightarrow$ can
MV $\rightarrow$ see
$NP_2 \rightarrow$ Art + Noun
Art $\rightarrow$ the
Noun $\rightarrow$ singular count

3.

NP_1	M	Verb	Art	Noun	(Z^2)
I	can	see	the	car	(s)
				book	(s)
				brush	(es)
				marble	(s)
				etc.	etc.

4. Limitation:
Use count nouns that have regular plural endings.

5. Continue to emphasize clear pronunciation of the plural endings.

6. Note that a statement is not cued by a question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 56:

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1. Grab Bag

Prepare several sets of identical items, using rubber bands or masking tape to hold them together. Make some sets of two items and some with more than two. All items should be described by either color, size, shape, or texture.

A pupil pulls a set of items from the bag and makes an appropriate statement, such as:

The pencils are yellow.
The rulers are long.
The circles are round.

2. Spinner Board

On a spinner board place sets of items of two or more which may be described by color, size, shape, and texture. A pupil spins and makes a statement about the items the spinner points to.

This activity may be varied slightly by having pupils sit in a circle and placing sets of items in front of the children. Use a bottle for the spinner.

3. Feel It!

Place known objects which may be identified by size or shape in a cloth bag. Have a pupil feel the objects through the bag, try to identify them, and then make a statement about them regarding their size or shape. For example:

The pencils are long.
The blocks are square.
The balls are round.
The erasers are small.

STRUCTURAL OBJECTIVE 56 : Production of a statement using "are" form of "be" with plural count nouns as subjects.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Let's talk about these things.	The pencils are long.

Suggested Context(s):

Math
Arts and Crafts
Science
Social Studies
Learning Readiness
Recreational Arts

Suggested Vocabulary:

Known count nouns
Known adjectives of color, size, shape and texture

Suggested Resources and Materials:

Large variety of familiar objects

Teaching Points:

1. First production of statements with plural subjects.

2. $NP_1 + V_{be} + Adj$

   $NP1 \rightarrow$ Art + Plural count nouns

   $V_{be} \rightarrow$ are

3.

Art	Noun + Z^2	V	Adj
the	pencils clocks bushes kittens etc.	are	long round green furry etc.

4. For review of production of statements using "is" form of "be" with color and size terms, see S.O. 16.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 57:

1. Fishing Pond

Prepare a large number of fish with pictures of familiar objects, animals, fruit, etc. in sets of one and more then one. As a pupil catches a fish, he makes a statement about the picture, such as:

The cows are brown.
The horse is black.
The tree is tall.

(Use a fishing pole with a magnet for a hook and place a paper clip on the head of each fish.)

2. Feel It! (See S.O. 56)

Conduct this activity as explained in S.O. 56 except have sets of objects of only one as well as more than one.

3. Grab Bag (See S.O. 56)

Conduct this activity as explained in S.O. 56 except have sets of objects of only one as well as more than one.

4. Paired Card Game (See S.O. 53)

Adapt this activity from the one explained in S.O. 53. Prepare sets of cards 3" x 5" with pictures illustrating known objects, animals, fruit, etc. of one or more than one. (The pupils may help you as a part of an art activity the preceding day.) Use the cards in a variety of ways, such as, flash cards, in a grab bag, to hide in the room, for relays, etc. The pupils make appropriate statements about the pictures regarding their color, size, shape, or texture.

STRUCTURAL OBJECTIVE 57 : Production of contrasting statements using the "is" and "are" forms of the verb "be".

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	The box is square.
Let's talk about these things.	The pens are black.

Suggested Context(s):

Math
Learning Readiness
Science
Health (foods)
Social Studies

Suggested Vocabulary:

Known count nouns
Known adjectives of color, size, shape, and texture

Suggested Resources and Materials:

Large variety of familiar objects in sets of one and more than one and with differentiating criteria

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce discrimination of singular and plural count nouns.

2. $NP_1 + V_{be} + Adj$

$NP_1 \rightarrow Art + Noun$

$Art \rightarrow the$

$Noun \rightarrow \left\{\begin{matrix}\text{singular count nouns}\\ \text{plural count nouns}\end{matrix}\right\}$

$V_{be} \rightarrow \left\{\begin{matrix}\text{is}\\ \text{are}\end{matrix}\right\}$

3. Art	Noun	(Z^2)	V_{be}	Adj
the	box	(es)	is/are	square
	pen	(s)		black
	marble	(s)		smooth
	tree	(s)		tall
	etc.	etc.		etc.

4. Randomize singular and plural statements and the use and placement of adjectives.
e.g. The short pencil is red.
The red pencils are short.

5. Watch for errors in subject-verb agreement. Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 58:

1. Shapes and Sizes

Distribute paper to pupils and instruct them to draw certain geometric shapes and to color them. For example:

Draw a square and color it blue.
Draw five squares and color them orange.
Draw two small circles and color them red.
Draw three big circles and color them red.

The pupils then use their drawings to talk about them. For example:

One square is blue.
Five squares are orange.
Two red circles are small.
Three red circles are big.

2. Nature Walk

Take a walk around the community and collect items to be placed in a science center. Pupils may talk about the items they have collected which have been placed in the center. For example:

One leaf is yellow.
Three leaves are green.
Six rocks are white.
Three white rocks are big.

The teacher needs to carefully control this activity by making certain that the items to be talked about can be correctly differentiated by number, color, and size.

3. Multi-Colored Quilt

During an art period, direct the pupils to cut out known geometric shapes, big and little, in various colors. Have the pupils paste the shapes on a large sheet of white wrapping paper, 3 feet by 2 feet. (You may use a white piece of cloth.) After the quilt has been completed, the pupils talk about it by giving such statements as:

One circle is black.
Five rectangles are yellow.
Eight triangles are green.
Two green triangles are big.
Six green triangles are little.

(Note: Save the quilt to be used in later objectives.)

STRUCTURAL OBJECTIVE 58 : Production of a statement with plural subjects preceded by a number name as a determiner.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Tell me about the squares.	1. One square is blue. Five squares are green. 2. Three green squares are big. Two green squares are small.

Suggested Context(s):

Math
Science

Suggested Vocabulary:

Known number names
Known count nouns
Known adjectives

Suggested Resources and Materials:

Geometric shapes (cut-outs) with differentiating criteria
Objects in a science center
Tree (limb) with colored leaves made of construction paper

Teaching Points:

1. First production of number names as determiners.

2. $NP_1 + V_{be} + Adj$
$NP_1 \rightarrow Det + Noun$
$Det \rightarrow$ number name
$Noun \rightarrow$ count
$V_{be} \rightarrow$ is, are

3. 1)

Det	Noun	Z^2	V	Adj
one	leaf	Ø	is	yellow
two	rock	s	are	brown
three	stick	s	are	long
etc.	etc.	etc.	etc.	etc.

2)

Det	Adj	Noun	Z^2	V	Adj
one	blue	circle	Ø	is	small
two	red	square	s	are	big
three	pink	square	s	are	small
etc.	etc.	etc.	etc.	etc.	etc.

4. All pupils should be given an opportunity to produce statement No. 1. The more apt pupils should be given an opportunity to produce statement No. 2.

5. Use only conceptualized number names as the determiner. Make certain the pupils understand the number concepts used.

6. The situation requires that only the specific things talked about are seen by the pupils. For example, to produce the statement "One square is blue", the pupils should be shown only one blue square.

UNIT VIII: Plural Pronoun "They"

S.O. 59: Production of a statement using the plural pronoun subject "they" to replace proper names.

S.O. 60: Production of a statement using nouns in series followed by a sequenced statement using "they" as the subject.

S.O. 61: Production of a statement using the plural pronoun subject "they" to replace plural count nouns.

S.O. 62: Production of sequenced statements using the plural subject "they" to replace "he" and "she".

S.O. 63: Production of a shortened answer using the plural subject "they" in response to a "yes/no" question followed by the production of the question.

S.O. 64: Production of statements contrasting singular and plural third person pronouns.

Pacing:

Lessons: 11 - 18

Weeks: 2 (maximum)

Present Prefamiliarization

No. 7 during this Unit.

Related Texts:

American English Series

(No equivalent)

Prefamiliarization 7 : Recognition and comprehension of the present progressive verb construction.

Teacher Behavior:

Teacher sets up situations whereby the pupils will hear the present progressive verb construction in a wide variety of activities.

Suggested Contexts:

Recess
Classroom Duties
Art
Music
Math

Suggested Resources & Materials:

Art supplies and materials (scissors, paste, crayons, art paper, etc.)

Suggested Activities:

1. Song: We Are Clapping
Have children do actions that teacher or aide are doing. As actions are performed, teacher/teacher aide sing the song. Children are not required to sing, but may sing if they want to.
We Are Clapping (Tune: Are You Sleeping)
We are clapping; We are clapping;
La, la, la; La, la, la.
We are clapping; We are clapping;
La, la, la; La, la, la.

2. Follow The Leader:
Teacher leads a small group of children in the game "Follow the Leader". As the group does an action, such as, skipping, hopping, crawling, etc., the teacher says what they are doing. "We are hopping," etc.

3. Cut'n Paste
As pupils do art projects, the teacher tells what they are doing. For example,
You are drawing.
John is cutting.
Gloria and Lucy are pasting.

Notes:

1. Introduce before Unit 9, S.O. 65 - 76.

2. Remember that Prefamiliarizations do not require pupil response or reaction. (See Rationale.) The objective of the Prefamiliarization is to develop only an auditory awareness of the verb construction.

3. Teacher and Aide should be careful in pronouncing "ing". Exaggerate slightly at times to help in developing the awareness.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 59:

1. Physical Actions

In the classroom or on the playground, direct the pupils to do a large variety of actions. Pupils may then talk about what they can do, such as:

Roger can throw.
Mike can throw, too.
They can throw.

or

Lucy and Gloria can jump rope.
They can jump rope.

2. Television

Make a TV set out of a cardboard box and a scroll for the TV out of sticks and wrapping paper. Let pupils help you find action pictures, cut them out, and mount them on the scroll in sequence to fit this S.O. As the scroll is turned, a pupil may give the correct S.O. response:

Dick can run.	(Picture of Dick running.)
Jane can run, too.	(Picture of Jane running.)
They can run.	(Picture of both running.)

3. Story Time

Select pictures from familiar stories and nursery rhymes which show the characters doing actions. The pupils may talk about the actions of the characters, such as:

Jack and Jill can tumble.
They can tumble.

Hansel can run.
Gretel can run, too.
They can run.

4. Song: "Mary And John Can Hop"
(Tune: "Skip To My Lou")

Mary can hop and John can, too.
Mary can hop and John can, too.
Mary can hop and John can, too.
They can hop and hop.

Hop, hop, they can hop.
Hop, hop, they can hop.
Hop, hop, they can hop.
They can hop and hop.

Any familiar action word can be substituted for "hop". While singing the song, have one boy and girl stand at the front and do the action while the rest of the class sings.

STRUCTURAL OBJECTIVE 59 : Production of a statement using the plural pronoun subject "they" to replace proper names.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk in the same way.	1. Mike and Lucy can sing. They can sing. 2. Mike can sing. Lucy can sing, too. They can sing.

Suggested Context(s):

Recess
Story Hour
Social Studies
Music
Art

Suggested Vocabulary:

Classmates
Known school personnel
Known storybook characters

Suggested Resources and Materials:

Pictures of storybook and nursery rhyme characters
TV scroll (See Activity 2)

Teaching Points:

1. First production of plural personal pronoun "they".

2. $NP_1 + V_i$

$NP \rightarrow$ they

$V_i \rightarrow$ modal + verb

Modal $\rightarrow$ can

3.

NP	Modal	Verb
they	can	sing hop draw etc.

4. The pupil responses are unnatural but necessary to establish the concept of "they" as a substitute for the entire subject noun phrase. The first sentence must include a referent for "they".

5. Note that statements are not cued by questions.

6. If pupils add a direct object or an adverbial, accept without comment.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 60:

1. Story Time

After pupils listen to a story, such as "The Three Bears", have the pupils tell what the characters can do. For example:

> Papa Bear, Mama Bear, and Baby Bear can eat.
> They can eat.
>
> Papa Bear, Mama Bear, and Baby Bear can walk.
> They can walk.

(Make certain the story has three or more characters who can do the same thing.)

2. Magazine Picture Cut-Outs

Either the teacher or pupils find pictures in magazines or old books of people or animals doing actions. (Make certain there are three or more.) Have pupils talk about the actions, such as:

> The man, the woman, and the boy can fish.
> They can fish.
>
> Dick, Jane, and Sally can run.
> They can run.

You can use the pictures in a variety of ways, such as: grab bag, hiding them in the room, relays, etc.

3. Spin The Bottle

Have children sit in a circle. Either name an action or have an action word painted on a card for the children to see, such as: run, hop, clap, etc. Spin a bottle and the child it points to does the action. Repeat two or more times until at least three pupils have done the same action. Then let a pupil tell what the children can do. For example:

> Mike, Roger and Lucy can clap.
> They can clap.

STRUCTURAL OBJECTIVE 60 : Production of a statement using nouns in series followed by a sequenced statement using "they" as the subject.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk in the same way.	The dog, the cat, and the mouse can run. They can run.

Suggested Context(s):

Social Studies
Story Hour
Recess
Science

Suggested Vocabulary:

Classmates names
Names of animals
Known school personnel
Known storybook characters

Suggested Resources and Materials:

Storybooks
Filmstrips, tapes, etc. of stories
Pictures of storybook and nursery rhyme characters
Pictures of animals (two or more) doing actions
Pictures of people (two or more) doing actions

Teaching Points:

1. First production of nouns in a series. Reinforcement of "they" as the subject.

2. 1st Statement:
$NP + V_i$
$NP \rightarrow Art + Noun + Art + Noun + and + Art + Noun$
$V_i \rightarrow Modal + V$
$M \rightarrow can$

2nd Statement:
$NP + V_i$
$NP \rightarrow they$
$V_i \rightarrow Modal + V$
$M \rightarrow can$

3.

Art	Noun	Art	Noun	Conj	Art	Noun	M	V
the	dog	the	cat	and	the	mouse	can	run
Ø	Mike	Ø	Lucy		Ø	Roger		jump
	etc.		etc.			etc.		etc.

NP	M	V
they	can	run
		jump
		etc.

4. Limitation:
Proper names and singular count nouns as subjects in the first statement.

5. After concept of a series has been established, randomize the use of two and more than two subjects.

6. Note that the plural system of Navajo differs from English.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 61:

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1. Animal Sounds 1

Collect a group of pictures which contain two or more of the same animal. Let children say what sound they can make. For example:

Picture	Sentence
roosters	They can crow.
cats	They can meow.
sheep	They can baa.

2. Animal Sounds 2

Let two or more pupils pretend to be animals by imitating the sound the animals make. Another pupil tells about the children. For example:

They can bark.
They can moo.
They can oink.

3. Roll It!

Collect objects which can roll or bounce. Let child sit or stand in a circle and roll or bounce the objects to each other. (Make certain there are at least two or more identical objects.) The pupils can talk about what the objects can do. For example:

Object	Sentence
balls	They can roll.
balls	They can bounce.
marbles	They can roll.

STRUCTURAL OBJECTIVE 61 : Production of a statement using the plural pronoun subject "they" to replace plural count nouns.

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Tell me about the [boys. / dogs. / marbles.]	They can [talk. / bark. / roll.]

Suggested Context(s):

Recess
Science
Social Studies
Story Hour

Suggested Vocabulary:

People	Animals	Objects	Verbs
boys	dog	marble	actions
girls	cat	ball	animals sounds
children	horse	wheel	roll
men	cow	tire	float
women	etc.	boat	

Suggested Resources and Materials:

Records or tapes of music and rhythms
Objects suggested under Vocabulary
Pictures of animals

Teaching Points:

1. Extension of pronoun "they" by using it to replace plural count nouns.

2. $NP_1 + V_1$

   $NP_1 \rightarrow$ they

   $V_1 \rightarrow$ modal + verb

   modal $\rightarrow$ can

3.

NP	Modal	V
they	can	write moo float etc.

4. The situation and teacher cue must include the referent for "they".

5. The objects which can do things are limited. See Suggested Vocabulary.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 62:

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1. Song: "He Can Clap And She Can, Too"
(Tune: "Skip To My Lou")

He can clap and she can, too.
He can clap and she can, too.
He can clap and she can, too.
They can clap and clap.

Clap, clap, they can clap.
Clap, clap, they can clap.
Clap, clap, they can clap.
He and she can clap.

Any familiar action word can be substituted for "clap". While singing the song, have one boy and one girl stand at the front and do the action while the rest of the class sings.

2. Coffee Pot

A pupil is selected to be "It" and leaves the room. The class selects a familiar action word; such as, jump, smile, laugh, clap, etc. Two pupils are selected to stand at the front and do the action chosen by the class.

"It" returns to the class and names someone to tell what the action is. The person says the first sentence, substituting "coffee pot" for the action word. "It" then guesses what the action is. If he is wrong, he calls on one or two more and makes a guess each time. After the third wrong guess, the boy and girl at the front do the action for "It" and he says the sentence, "They can _____."

The following are sentences which the three pupils say who are chosen by "It".

P1: He can "coffee pot".
P2: She can "coffee pot", too.
P3: They can "coffee pot".

3. Paired Pictures

Choose two related pictures of a boy doing an action and a girl doing the same action, such as:

a boy eating
a girl eating

The pupils can talk about the actions using the sentences of this S.O. For example:

He can eat.
She can eat, too.
They can eat.

STRUCTURAL OBJECTIVE 62 : Production of sequenced statements using the plural subject "they" to replace "he" and "she".

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Tell me about Mike and Lucy.	He can clap. She can clap, too. They can clap.

Suggested Context(s):

- Music
- Recess
- Story hour

Suggested Vocabulary:

- Classmates
- Names of school personnel
- Names of storybook characters

Suggested Resources and Materials:

- Pictures illustrating actions
- Pictures from Miami Linguistics materials

Teaching Points:

1. Extension of use of pronoun "they" to replace two or more third person singular pronouns.

2. $NP_1 + V_i$
   $NP_1 \rightarrow$ he, she, they
   $V_i \rightarrow$ Modal + Verb
   Modal $\rightarrow$ can

3.

NP	M	V	NP	M	V	
he/she	can	clap skip draw etc.	he/she	can	clap skip draw etc.	too

NP	M	Verb
they	can	clap skip draw etc.

4. The pupil responses are unnatural, but necessary to establish the concept of "they" as a substitute for the pronouns "he" and "she".

5. When using "he" and "she" some type of pointing may be used to help establish the referent. Note the Navajo cultural differences regarding pointing.

6. Randomize the use of "he" and "she" and the use of two or more sequenced sentences.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 63:

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1. Talk-And-Tell

Use two telephones (real or toy) to conduct the dialog in this S.O. At first, the teacher should ask the question and the pupil responds. Later, two pupils can talk to each other, one asking the question and one responding.

This activity may also be used to teach answering a phone and saying such expressions as:

"Hello."
"How are you?"
"I'm fine."
"Goodbye."

2. Song: "Can They Sing?"
(Tune: "Where Is Thumbkin?")

Can the boys sing? Can the boys sing?
Yes, they can. Yes, they can.

Can the girls sing? Can the girls sing?
Yes, they can. Yes, they can.

Can the chairs fly? Can the chairs fly?
No, they can't. No, they can't.

Can the tables run? Can the tables run?
No, they can't. No, they can't.

Make certain that the "things" you sing about are plural in order to use the pronoun "they".

At first, the teacher may sing the question and the class sings the answer. Later, the girls may sing the question and the boys sing the answer.

3. Animal Sounds (See S.O. 61)

Use pictures of animals collected for S.O. 61, Activity 1. The question and answer of this S.O. may be asked and answered about the sounds which animals make. For example:

Can the cows moo?	Yes, they can.
Can the cats bark?	No, they can't.

For variation, ask questions about actions of animals. For example:

Can worms crawl?	Yes, they can.
Can sheep fly?	No, they can't.

STRUCTURAL OBJECTIVE 63 **:** Production of a shortened answer using the plural subject "they" in response to a "yes/no" question followed by production of the question.

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. Can Mike and Lucy run? Can the cows bark?	1. Yes, they can. No, they can't.
2. Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	2. P1: Can the girls fly? P2: No, they can't. P1: Can the marbles, the ball and the wheel roll? P2: Yes, they can.

Suggested Context(s):

Recess
Story Hour
Science

Suggested Vocabulary:

Classmates
Known school personnel
Known storybook characters
Known animal names

Suggested Resources and Materials:

Pictures illustrating actions
Objects, such as marbles, balls, boats, etc.

Teaching Points:

1. Extension of use of pronoun "they" by answering a "yes/no" question. First production of "yes/no" question using the modal "can".

2. Sent Adv + NP + Modal (+ not)
$\text{Sent Adv} \rightarrow \begin{Bmatrix} \text{yes} \\ \text{no} \end{Bmatrix}$
NP → they
Modal → can

Yes/No Question Transformation
NP + M + Vi →
M + NP + Vi

3.

M	Art	Noun	V	Sent Adv	NP	M	Neg
can	the	girls balls etc.	fly roll etc.	No Yes	they they	can can	not —

See S.O. 60 for nouns in a series.

4. The noun phrase may include:
(1) proper names
(2) singular or plural count nouns preceded by determiner "the".

5. The natural way of expressing "can not" is the contracted form "can't".

6. The pupils should not be required to produce the question until after successfully completing the speed test for answering the question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 64:

1. Action Art

Direct pupils to draw a picture of a person(s), animal(s), or thing(s) doing something. The pupils then talk about their pictures, telling what the action is.

2. Grab Bag (See S.O. 8)

Write many actions on pieces of paper and put them in a bag or sack. Have a pupil or pupils draw one out, whisper to him or them what it says, and direct him or them to do the action.

Have another pupil tell what the pupil (or pupils) is doing.

3. See And Say

Prepare transparencies for the overhead projector illustrating known actions. The pictures may include people, animals, or objects. As a child looks at the picture on the screen, he tells about the action.

4. Animals Sounds (See S.O. 61)

Collect paired pictures of animals of one and more than one. Let children say what sound the animal or animals make.

Picture	Sentence
one dog	It can bark.
three dogs	They can bark.

5. Roll It! (See S.O. 61)

Conduct this activity as explained in S.O. 61, except use only one item at times and more than one at other times.

STRUCTURAL OBJECTIVE 64 : Production of statements contrasting singular and plural third person pronouns.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Tell me about Mike.	He can jump.
the airplane.	It can fly.
the girls.	They can draw (pictures).
the horses.	They can gallop.

Suggested Context(s):

Recess
Science
Art and crafts
Story Hour

Suggested Vocabulary:

Known vocabulary as determined by stockpiling

Suggested Resources and Materials:

Art supplies
Objects, such as airplanes, marbles, ball, boats, etc.

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the discrimination between singular and plural third person pronouns.

2. $NP_1 + V_i$

   $NP_1 \rightarrow$ he, she, it, they

   $V_i \rightarrow$ modal + verb

   Modal $\rightarrow$ can

3.

NP	Modal	Verb
he	can	skip
she		write
it		moo
they		roll
etc.		etc.

4. The situation and teacher cue must include the referent(s) for the pronoun.

5. Randomize the use of singular and plural.

UNIT IX: Present Progressive

S.O. 65: Production of a short answer using the present progressive verb construction in response to a "what-do" question.

S.O. 66: Production of a shortened answer using the present progressive verb construction in response to a "what-do" question.

S.O. 67: Production of a statement using the present progressive verb construction.

S.O. 68: Production of a negative statement using the present progressive verb construction followed by an optional correcting sentence.

S.O. 69: Production of a shortened answer in response to a "yes/no" question using the present progressive verb construction.

S.O. 70: Production of a shortened answer in response to contrasting "yes/no" questions.

S.O. 71: Production of sequenced statements contrasting the present progressive and the modal "can" verb constructions.

S.O. 72: Production of short/shortened answers in response to an "or" question.

S.O. 73: Production of a short/expanded short answer in response to a "who" question.

S.O. 74: Production of short/shortened/expanded short answer in response to contrasting "what-do", "yes/no", "or", and "who" questions.

S.O. 75: Production of a "what-do" question with the present progressive verb construction.

S.O. 76: Production of "what-do", "yes/no" and "who" questions using the present progressive verb construction.

Pacing

Lessons: 26 - 40

Weeks: 4 (maximum)

Related Text:

American English Series:

Book One: Units 10, 18 and 20

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 65:

1. Action Behind The Scene

One or more pupils are directed to go behind a screen or curtain and perform an action which is hidden to the rest of the class. The action must be one which involves noises to serve as clues for easy identification, such as: jumping, singing, clapping, knocking, bouncing a ball, etc. The teacher then asks the question of this S.O. and a pupil gives a response.

2. Animal Puppets

Make puppets out of paper sacks or old socks for various animals. (Make at least two for each animal.) Have a pupil(s) hold a puppet(s) and make the sound of the animals. The teacher asks, "What are the cows doing?" The pupils give the correct response.

3. Nursery Rhyme Action

Show pictures of familiar nursery rhyme or story book characters doing an action. For example:

What are the king's men doing?
Putting Humpty Dumpty together.

What are Jack and Jill doing?
Tumbling (down the hill).

What is Little Red Riding Hood doing?
Going to Grandmother's house.

If children pretend to be the characters themselves, they may be asked, "What are you doing?"

STRUCTURAL OBJECTIVE 65 : Production of a short answer using the present progressive verb construction in response to a "what-do" question.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
What $\left\{\begin{array}{l}\text{is Lucy}\\ \text{are you}\end{array}\right\}$ doing? What $\left\{\begin{array}{l}\text{are the boys}\\ \text{are they}\end{array}\right\}$ doing?	Walking. Drawing (a picture). Running (to the door). Smiling.

Suggested Context(s):

Recreational Arts
Arts and Crafts
Science (animals)
Music
Social Studies (household chores)
Health (grooming)

Suggested Vocabulary:

Classmates names
Known animal names
Known verb vocabulary (See Units I and II)

Suggested Resources and Materials:

Curtain or screen
Animal puppets (pupil-made)
Fairy tale books and/or filmstrips
Art supplies and materials
Pictures of animals doing actions
Rhythm band instruments
Items for grooming (comb, hair brush, toothbrush, etc.)
Household items (broom, iron, dishpan and dishes, etc.)

Teaching Points:

1. First production of the present progressive verb form.

2. VP → V_i + ing

3.

V	Aux
walk draw run smile etc.	ing

4. Subjects in questions may include:
   1) proper names
   2) animate common nouns
   3) personal pronouns
   4) conjoined nouns
      (e.g. Mike and Roger
      the cats, the dogs, and the rats)

5. Speech and action must take place simultaneously when using the present progressive.

6. If the third person pronouns are used as subjects, the appropriate situation must include the referent for the pronoun.

7. Accept direct objects and adverbials if pupils include them in their responses. If used incorrectly use Correction Technique No. 1.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 66:

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1. Pretend Actions

   A pupil or pupils are directed to do make-believe actions, such as: climbing a tree, riding a horse, opening a door, sweeping the floor, combing hair, etc. The teacher asks the questions of this S.O. and the pupils give the appropriate response. The pupils pretending the action may be asked, "What are you doing?" If the teacher, aide and/or puppet pretend an action, the question may be asked, "What are we doing?"

2. Action Behind The Scene (See S.O. 65)

   Conduct this activity as explained in S.O. 65.

3. Animal Puppets (See S.O. 65)

   Conduct this activity as explained in S.O. 65.

4. Nursery Rhyme Action (See S.O. 65)

   Conduct this activity as explained in S.O. 65.

STRUCTURAL OBJECTIVE 66 : Production of a shortened answer using the present progressive verb construction in response to a "what-do" question.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
What is Mike doing? What am I doing?	He's sleeping. You're sitting (on the floor.)
What are the rabbits doing? What are we doing? What are you doing?	They're hopping. You're laughing. We're writing.

Suggested Context(s):

Recreational Arts
Arts and Crafts
Science (animals)
Music
Health (grooming)
Social Studies (household chores)

Suggested Vocabulary:

Classmates names
Known animal names
Known verb vocabulary

Suggested Resources and Materials:

Curtain or screen
Fairy tale books and/or filmstrips
Art supplies and materials
Pictures of animals doing actions
Rhythm band instruments
Items for grooming (comb, etc.)
Household cleaning items (broom, etc.)

Teaching Points:

1. Extension of the present progressive verb form by the shortened answer.

2. NP1 + Vi
   NP1 → pronoun
   Vi → Aux + Verb
   Aux → be + ing

3.

Pron + Aux	Verb + Aux
he's	smiling
I'm	sweeping
they're	fighting
etc.	etc.

4. Subjects in questions may include:
   1) proper names
   2) animate common nouns
   3) personal pronouns
   4) conjoined nouns
      (e.g. Mike and Roger
      the cats, the dogs, and the rats)

5. Speech and action must take place simultaneously.

6. First production of the pronoun "we" and the reciprocal relationship between "we" and "you". If pupils have difficulty in use of "we", plan a separate lesson to deal with the concept.

7. If a pupil gives a short anser, accept it, but use Correction Technique No. 2 to elicit a shortened answer.

8. A probable error is the omission of the "be" auxiliary. Watch for errors, such as "*He sleeping." Use Correction Technique No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 67:

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1. Sounds They Make

Prepare a tape recording in class, with the aid of the pupils, of various sounds easily recognized. For example:

a.) a girl singing
b.) two boys reading
c.) a dog barking
c.) a bell ringing

At a later time, play the recording and let pupils talk about the sounds. For example:

a.) Lucy is singing.
b.) Mike and Roger are reading.
c.) The dog is barking.
d.) The bell is ringing.

2. Puppet Show

Direct children to use puppets to stage a puppet show, doing familiar actions easily identified. Pupils in the audience may tell what the puppets are doing.

3. Pretend Actions (See S.O. 66)

Conduct this activity as explained in S.O. 66. Instead of asking questions about the actions, have pupils make statements about the actions.

STRUCTURAL OBJECTIVE 67 : Production of a statement using the present progressive verb construction.

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk in the same way.	Lucy is singing (a song). The dogs are barking (loudly). I'm dancing.

Suggested Context(s):

- Recreational Arts
- Science (animals)
- Music
- Arts and Crafts
- Health (grooming)
- Social Studies (household chores)

Suggested Vocabulary:

- Classmates names
- Known animal names
- Known verb vocabulary

Suggested Resources and Materials:

- Tape recorder and tapes (of familiar sounds)
- Puppets, dolls, storybook characters, etc.
- Pictures of animals doing actions
- Rhythm band instruments
- Items for grooming (comb, etc.)
- Household cleaning items (broom, etc.)

Teaching Points:

1. Extension of the present progressive verb construction by producing statements with singular and plural subjects.

2. NP + V_i

   Vi → Aux + V
   Aux → be + ing

3.

NP	Aux	Verb	Aux
Lucy the dogs I, you, we Mike and Roger etc.	is/are/am	sing bark dance run etc.	ing

4. Subjects may include:
   a) proper names
   b) singular and plural count nouns
   c) pronouns
   c) conjoined singular and plural count nouns

5. The natural way of expressing "I am" is "I'm" and "you are" is "you're".

6. To avoid mimicry, set up a different situation for each pupil.

7. Accept correct use of direct objects and adverbials.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 68:

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1. Sounds They Make (See S.O. 67)

   Use tape prepared for S.O. 67. Have pupils make negative statements about the sounds they hear. For example:

   Lucy isn't talking. (She's singing.)
   Mike and Roger aren't singing. (They're reading.)
   The dog isn't mooing. (It's barking.)
   The bell isn't talking. (It's ringing.)

2. Animal Game

   Have pupils, either individually or in pairs, dramatize various movements of birds, animals, insects, etc. For example, a rabbit hopping, a worm crawling, a frog jumping, a horse galloping, a hawk flying, etc. The children talk about the actions, such as:

   I'm not walking. (I'm hopping.)
   The worm isn't running. (It's crawling.)

3. Work To Do

   The children are assigned to do different classroom (or household) chores. As the children work, they talk about what they are doing. For example:

   I'm not sweeping. (I'm dusting.)
   Mike isn't washing dishes. (He's drying.)

4. Television (See S.O. 59)

   Prepare a new TV scroll for the TV made in S.O. 59. Cut out pictures of various actions and mount them on the scroll. As the scroll is turned, the children can talk about the pictures.

STRUCTURAL OBJECTIVE 68 : Production of a negative statement using the present progressive verb construction followed by an optional correcting sentence.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/pretend situation and says:	I'm not sitting. (I'm standing.)
Let's talk in the same say.	The horses aren't walking. (They're galloping.)
	Mike isn't hopping. (He's skipping.)
	You're not sweeping. (You're dusting.)

Suggested Context(s):

Recreational Arts
Science (animals)
Music
Art
Health (grooming)
Social Studies (household chores)

Suggested Vocabulary:

Known verbs as determined in stockpiling

Suggested Resources and Materials:

Household cleaning items (broom, dust cloth, etc.)
Rhythm band instruments
Items for grooming (comb, brush, etc.)
Art supplies and materials
Playground equipment and supplies

Teaching Points:

1. Extension of the present progressive verb construction by the negative transformation.

2. $NP + V_i$

$V_i \rightarrow Aux + V$

$Aux \rightarrow is + ing$

Negative Transformation

$NP_1 + be + V + ing \rightarrow$

$NP_1 + be + not + V + ing$

3. NP	Aux	Neg	Verb	Aux
Mike	is/are/am	not	swim	ing
the horses			run	
I, you, we			write	
the kitten and the puppy			play	
etc.			etc.	

4. In this objective the correcting sentence is optional, however, give opportunity for the more apt pupils to say it.

5. The negative statement is difficult to cue. You may stockpile verbs before beginning the presentation phase.

6. Remember, speech and action must take place simultaneously. Be careful of pictures chosen to elicit the actions.

7. Randomize the use of the singular and plural and the pronouns.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 69:

1. Silly Puppet

   Use a puppet to make an incorrect statement about an object or a person the pupils can see. The statements may be true or silly and ludicrous. For example, the puppet may say, "The book is playing ball." The teacher then asks the question of this S.O., "Is the book playing ball?" A pupil gives the appropriate response. (Be sure to randomize the use of true as well as untrue statements.)

2. Television (See S.O. 59 and 68)

   Use a TV scroll already prepared or make a new scroll. As the scroll is turned, ask "yes/no" questions about the actions in the pictures.

3. Action Behind the Scene (See S.O. 65)

   Set up and conduct this activity as explained in S.O. 65. Instead of asking the "what-do" question, ask "yes/no" questions.

4. Nursery Rhyme Action (See S.O. 65)

   Conduct this activity as explained in S.O. 65. Instead of asking "what-do" questions, ask "yes/no" questions.

STRUCTURAL OBJECTIVE 69 : Production of a shortened answer in response to a "yes/no" question using the present progressive verb construction.

Estimated Lessons: /1-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/pretend situation and asks:	
Am I dancing a jig?	Yes, you are./No, you're not.
Is Lucy washing her hands?	Yes, she is./No, she isn't.
Is the bell ringing?	Yes, it is./No, it isn't.
Are the boys playing ball?	Yes, they are./No, they aren't.

Suggested Context(s):

Recreational Arts
Health (grooming)
Music
Art
Social Studies (household chores)
Science (animals)

Suggested Vocabulary:

Known noun and verb vocabulary

Suggested Resources and Materials:

Screen or curtain
Puppet(s)
TV and TV scroll (teacher-made)
Pictures of animals
Pictures of storybook characters
Items for grooming
Household cleaning items

Teaching Points:

1. Extension of the present progressive verb construction by the "yes/no" question.

2. Sent Adv + NP + V (+ not)

Sent Adv → yes/no
NP → I, you, he, she, it, we, they
V_{be} → am, are, is

3.

Sent Adv	NP	V	(Neg)
yes	I	am	---
	you	are	---
	he, she, it	is	---
no	I'm, you're, we're		not
	he, she, it	isn't	
	they	aren't	

4. Note that in the affirmative answers, contractions are never acceptable; however, in the negative answers, contractions are the natural way of responding.

5. Subjects in the question may include:
   1) proper names
   2) singular and plural count nouns
   3) pronouns: I, you, we
   4) conjoined nouns

6. Randomize the questions to elicit both affirmative and negative responses with the different pronouns as subjects.

7. Errors are probable in agreement with the pronoun and with "be". Also watch for errors, such as, "*Yes, she isn't," and "*No, you are."

1 Action Cards

Teacher makes or selects cards which illustrate an action. Use the cards to ask both "yes/no" questions in this S.O. Pupils respond with the appropriate shortened answer.

2. Pretend Actions (See S.O. 66)

Conduct this activity as explained in S.O. 66. After a child has done a pretend action, the teacher asks both "yes/no" questions in this S.O. about the action.

3. Nursery Rhyme Action (See S.O. 65.)

Conduct this activity as explained in S.O. 65. Ask both questions about the actions illustrated. For example:

Can the king's men put Humpty Dumpty together?
No, they can't.

Are Jack and Jill tumbling down the hill?
Yes, they are.

4. Impossible Actions

Prepare slips of paper with two actions, one which is impossible and one which is possible. Some impossible actions are:

Drive the table.
Walk on the ceiling.
Touch the sky.
Fly a table.

Place the slips of paper in a box or sack. Have a pupil draw one out, read it to him, and direct him to do the action he can do. Then ask the pupil the questions of this S.O. about the actions, both the possible and impossible ones. For example, a slip of paper may read: "Walk on the ceiling." and "Draw a circle on the chalkboard." Sample questions may be:

Are you drawing a circle?
Can you draw a circle?
Can you walk on the ceiling?

Be sure to use the various subjects listed in teaching point 3.

STRUCTURAL OBJECTIVE 70 : Production of shortened answers in response to contrasting "yes/no" questions.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets appropriate situation and asks:	
1. Is Mike flying a kite?	Yes, he is,/No, he isn't.
Can the girl fly a kite?	Yes, she can.
2. Are the horses galloping?	Yes, they are./No, they aren't.
Can the dogs gallop?	No, they can't.

Suggested Context(s):

Recreational Arts
Health (grooming)
Music
Art
Social Studies (household chores)

Suggested Vocabulary:

Known noun and verb vocabulary selected by teacher or teacher-pupil stockpiling

Suggested Resources and Materials:

Flashcards depicting or illustrating actions
Classroom items (boxes, tables, chairs, etc.)
Household cleaning items
Art supplies and materials
Pictures of animals
Rhythm band instruments

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce production of answers to "yes/no" questions with the modal "can" and the present progressive verb construction.

2. Note that in the affirmative answers, contractions are never acceptable; however in the negative answers, contractions are the natural way of responding.

3. Subjects in the question may include:
   1) proper names
   2) singular nouns and count nouns
   3) pronouns "I", "you", and "we"

4. Pupils should exhibit comprehension of the different time aspects indicated by the questions. Be sure the speech and action take place simultaneously when using present progressive.

5. Randomize questions to elicit both verb constructions in affirmative and negative responses. Also randomize singular and plural subjects in the question.

6. In a contrasting objective errors are more probable.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 71:

1. Spinner Board

Prepare a spinner board of children doing various actions, such as, hopping, running, writing, etc. A child takes a turn at spinning. If the spinner stops on an action, such as running, the child says, "I can run." Then he does the action and says, "I am running now." The teacher can indicate if more than one are to do the action or if a different pupil (P2) talks about the action of the first pupil (P1).

For variation, the action words (e.g., hop, run, clap, skip, write, etc.) can be written on cards and put on the spinner board instead of pictures.

2. Animal Game (See S.O. 68)

Conduct in a similar manner as explained in S.O. 68. Have pupils draw from a sack words which indicate actions of animals. For example, horse-gallop, frog-hop, worm-crawl, rabbit-hop, dog-bark, cow-moo. When the pupil draws his word (read it to him, if necessary), he says, "I can ____." Then he does the action and says, "I am ____ing now."

3. Pretend Actions (See S.O. 66)

Stockpile known actions and list them on the chalkboard. (Some pupils will be able to read them and some will not.) A pupil is chosen to be first. He selects any action he wants to and says, "I can ____." Then he pretends to do the action and says, "I am ____ing now."

STRUCTURAL OBJECTIVE 71 : Production of sequenced statements contrasting the present progressive and modal "can" verb constructions.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says: Let's talk in the same way.	P1: I can run. P1 or P2: I am running now. P1: The girls can sing. P1 or P2: They are singing now.

Suggested Context(s):

Recreational Arts
Science (animals)
Health (grooming)
Art
Music
Social Studies (household chores)

Suggested Vocabulary:

Known vocabulary only

Suggested Resources and Materials:

Spinner board with pictures of actions
Pictures of animals
Household cleaning items
Grooming items
Playground equipment and supplies
Art supplies and materials

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce production of statements involving different time aspects.
2. See S.O. 8 and 67 for first production of the two statements.
3. The situation is highly controlled in order to contrast the two structures. Elicit the modal "can" construction first.
4. In the sequenced statement, speech and action must take place simultaneously, and the pronoun subject is obligatory.
5. In this objective, the word "now" is obligatory. If pupils omit "now", use Correction Technique No. 1.
6. If the concept "now" is new to the pupils, use Navajo to help develop the concept before teaching this objective.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 72:

1. Spinner Board (See S.O. 71)

   Conduct this activity as explained in S.O. 71. When the spinner stops on an action picture or action word, the pupil does the action. Teacher then asks the "or" question about the action. Either the child may answer about himself or another child may answer about his classmate's action.

2. Television (See S.O. 59 and 68)

   Use a TV scroll already prepared. As the scroll is turned, ask the "or" question about the actions in the pictures.

3. Action Behind The Scene (See S.O. 65)

   Set up and conduct this activity as explained in S.O. 65. Ask the "or" question about the action heard.

4. Grab Bag

   Prepare slips of paper, each containing two actions which the pupils can do. Place the slips of paper in a box or sack. When a pupil draws one out (read it to him, if necessary), he chooses one of the actions and does it. Then the teacher asks the "or" question using the actions written on his slip of paper. Either the pupil doing the action or someone else may answer. Two or more pupils may do the action in order to get plural responses.

STRUCTURAL OBJECTIVE 72 : Production of short/shortened answers in response to an "or" question.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
Is Lucy crying or laughing?	Crying./She's crying.
Are the boys writing or drawing?	Drawing./They're drawing.

Suggested Context(s):

Recreational Arts
Health (grooming)
Art
Music
Social Studies (household chores)
Science (animals)

Suggested Vocabulary:

Classmates names
Animal names (e.g., horses, cows, dogs, etc.)

Suggested Resources and Materials:

Spinner board with action words
Flashcards illustrating actions
Pictures of animals doing actions
Household cleaning items
Grooming items
Playground equipment and supplies

Teaching Points:

1. Extension of present progressive by the "or" question.

2. Short Answer: V_i + ing
   Shortened Answer: NP + be + V_i + ing

3.

V_i	Aux	NP + be	V_i	Aux
smile sing write etc.	ing	she's I'm they're	smile sing write etc.	ing

4. Subjects of question may include:
   1) proper names
   2) singular count nouns
      boy and girl only
   3) plural count nouns (animate)
   4) pronouns "I", "you", "we"

5. Speech and action must take place simultaneously.

6. Both short and shortened answers should be elicited to help pupils understand that they have the same meaning.

7. The appropriate situation must include the referent for the pronoun used in the shortened answer.

8. Randomize the order of the conjoined verbs in the questions.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 73:

1. Curtains, Please

Set up a stage with a curtain or screen which can be drawn or moved. One or more pupils are directed to do an action or actions when the curtain is drawn or screen removed. The question of this S.O. may be asked about the action or actions in progress.

To make the task of responding more difficult, direct five pupils to do five different actions. The pupil(s) who responds must select from the five pupils to give the correct response.

2. Pretend Actions (See S.O. 66)

Two or more pupils are directed to do make-believe actions, such as: climbing a tree, riding a horse, sweeping the floor, etc. As the pupils do the actions, the teacher asks the question of this S.O. The pupils who are performing can respond about what they are doing. If two or more pupils are doing the same action, they can respond with, "We are."

3. Song: "Who Is Singing"
(Tune: "Are You Sleeping?")

This song is used to ask and answer the question of this S.O. There are many possibilities of words to fit this song. Three examples are:

(1) Teacher: Who is singing? Who is singing?
P1 : I am. I am.
Teacher: Who is singing? Who is singing?
P1 : I am. I am.

(2) Who is knocking? Who is knocking?
Lucy is. Lucy is.
Who is knocking? Who is knocking?
La-la-la. La-la-la.

(3) Who is barking? Who is barking?
The dogs are. The dogs are.
Who is clucking? Who is clucking?
The chickens are. The chickens are.

STRUCTURAL OBJECTIVE 73 : Production of a short/expanded short answer in response to a "who" question.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. Who's drawing? Who's building a fire?	1. Mike (is). The boys (are).
2. Who's tapping on the table?	2. I am./We are.

Suggested Context(s):

Recreational Arts
Health (grooming)
Music
Art
Social Studies (household chores)

Suggested Vocabulary:

Known noun and verb vocabulary
New vocabulary may be selected by teacher

Suggested Resources and Materials:

Curtain or screen
Household cleaning items
Grooming items
Rhythm band instruments
Playground equipment and supplies

Teaching Points:

1. Extension of the present progressive by "who" questions. See S.O. 7 and 29.

2. In pupil response one, there are two acceptable answers.
   NP or NP + Aux
   Aux → be
   e.g. Mike. Mike is.
   In pupil response two, there is only one possible form.
   NP + Aux
   Aux → be
   e.g. I am.

3. NP	Aux	
I	be	The "be" auxiliary must agree with the subject.
we		
Mike	(be)	
the boys		
etc.		

4. Both answers for response No. 1 should be elicited.

5. In the present progressive, "is" is standard usage with "who" because the number of the referent is unknown.

6. The appropriate situation should be set up so that the answer to the question is not obvious to the questioner.

7. Clear acceptable pronunciation and intonation should be required in all answers.

8. The noun phrase in the answer may include:
   a) proper names
   b) singular and plural count nouns
   c) pronouns "I" and "we"

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 74:

1. Spinner Board (See S.O. 71)

   Use the spinner board, with action pictures or action word cards, as explained in and prepared for S.O. 71. Ask the four questions of this S.O. in a random order about the actions on the spinner board.

2. Television (See S.O. 59 and 68)

   Use a TV scroll already prepared or make a new one showing a variety of familiar actions. As the scroll is turned, ask one or more questions of this S.O. about the pictures.

3. Action Behind The Scene (See S.O. 65)

   Conduct as explained in S.O. 65. Ask the four questions of this S.O. in a random order about the various actions the pupils hear.

4. Pretend Actions (See S.O. 66)

   Conduct as explained in S.O. 66. Ask the four questions of this S.O. in a random order about the various make-believe actions the pupils observe.

STRUCTURAL OBJECTIVE 74 : Production of a short/shortened/expanded short answer in response to contrasting "what-do", "yes/no", "or", and "who" questions.

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. What are you doing?	1. Jumping./(I'm jumping.)
2. Is Mike Are the boys playing?	2. Yes, he is./No, he isn't. Yes, they are./No, they aren't.
3. Is the girl Are Lucy and Gloria skipping or hopping?	3. Skipping./(She's skipping.) (They're skipping.)
4. Who's singing?	4. Mike (is)./I am.

Suggested Context(s):

Recreational Arts
Health (grooming)
Music
Art
Social Studies (household chores)
Science (animals)

Suggested Vocabulary:

Known vocabulary only

Suggested Resources and Materials:

Puppets dolls, etc.
Spinner board with action words or pictures illustrating actions
Household cleaning items
Grooming items
Rhythm band instruments
Art supplies and materials
Playground equipment and supplies

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the production of answers to contrasting questions with the present progressive verb construction. See S.O. 65, 66, 69, 72, & 73 for related objectives in this unit.

2. In Pupil Response No. 1 & 3, accept either the short or shortened answer. The child achieves the objective if he can distinguish between the four questions and give an appropriate verbal response.

3. Errors are highly probable in this objective since four questions are being contrasted.

4. Randomize the asking of questions in this objective.

5. A pupil may be asked more than one question at a time.

6. Do not introduce new vocabulary in this objective.

1. Shadow Game

Pupils dramatize actions, casting their shadows on a wall or screen. (Their action should be hidden from the class; only their shadows should be observed.) Two pupils talk about what they observe with pupil one (P1) asking the question and pupil two (P2) responding.

2. Action Behind The Scene (See S.O. 65)

One or more pupils do an action behind a screen so they are not observed by the class. The action should be one involving noises for easy identification. P1 asks the question and P2 responds appropriately.

3. Action Word List

Teacher and class stockpile a list of actions the pupils can do. Write the list on the chalkboard. The teacher points to one action and directs a pupil or pupils to do it. Using name cards, two children are selected at random to be P1 and P2.

For variation:

(1) A pupil may be blindfolded, walks to the chalkboard, and points to the action to be performed.

(2) The pupil(s) who perform the action may be the participants in the dialog.

(3) Pretend actions may be written on the board in a separate list or mixed in with the others.

(4) A bottle used as a spinner may be used to select the pupil performers and/or pupils in the dialog.

STRUCTURAL OBJECTIVE 75 : Production of a "what-do" question with the present progressive verb construction.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	P1: What [is Mike am I the dogs are you] doing? P2: [Running./(He's running.) Smiling./(You're smiling.) Barking./(They're barking.) Thinking./(I'm thinking.)]

Suggested Context(s):

Recreational Arts
Art
Music
Health (grooming)
Social Studies (household chores)
Science (animals)

Suggested Vocabulary:

Known vocabulary only

Suggested Resources and Materials:

White screen or sheet (for shadows)
Name cards
Household cleaning items
Grooming items
Pictures of animals doing actions
Playground equipment and supplies

Teaching Points:

1. First production of the "what-do" question. See S.O. 65-66 for production of answers.

2. This question is a "wh" question transformation of the statement: (e.g., Mike is running.)

$NP_1 + V_1$

$V_1 \rightarrow Aux + Verb$

$Aux \rightarrow be + ing$

"Wh" Question Transformation

$NP_1 + be + V + ing \rightarrow$

$NP_1 + be + do + ing + what \rightarrow$

$What + be + NP_1 + do + ing$

3\.

Int Pron	Aux	NP1	V + ing
what	is/are/am	Mike the girls you, I, we Lucy & Gloria etc.	doing

4. Subjects in questions may include:
   1) proper names
   2) animate common nouns
   3) pronouns - I, you, we
   4) conjoined nouns

5. Speech and action must take place simultaneously.

6. Accept either a short or shortened answer in response to the question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 76:

1. Shadow Game (See S.O. 75)

   Conduct as explained in S.O. 75. Incorporate all three dialogs as a part of this activity.

2. Action Behind The Scene (See S.O. 65 and 75)

   Conduct as explained in S.O. 65 and 75. Incorporate all three dialogs as a part of this activity.

3. Action Word List (See S.O. 75)

   Conduct as explained in S.O. 75. Incorporate all three dialogs as a part of this activity.

4. Choose It—Do It

   Write on small cards single action words, such as: hop, run, skip, clap, kick, write, turn around, etc. Put the cards in a box or sack. When a pupil draws one out, he must do what it says. Pupils designated as P1 and P2 talk about the action using the questions and answers of this S.O.

5. Spinner Board (See S.O. 71 and 74)

   Use the spinner board, with action pictures or action word cards, as explained in and prepared for S.O. 71. Let pupils ask the three questions of this S.O. about the actions on the spinner board.

STRUCTURAL OBJECTIVE 76 : Production of "what/do", "yes/no" and "who" questions using the present progressive verb construction.

Estimated Lessons: /3-5 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	1. P1: What is Roger doing? P2: Singing./(He's singing.) 2. P1: Are the dogs barking? P2: Yes, they are./No, they aren't. 3. P1: Who is drawing (a picture.) P2: Lucy./(Lucy is.)

Suggested Context(s):

Recreational Arts
Health (grooming)
Social Studies (household chores)
Science (animals)

Suggested Vocabulary:

Known vocabulary only

Suggested Resources and Materials:

White screen or sheet (for shadows)
Puppets or dolls
Cards with action words
Small box
Art supplies and materials
Pictures of animals doing actions

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the production of questions and answers using the present progressive verb construction. See S.O. 65, 66, 69, 73, and 75 for related objectives in this unit.

2. In pupil responses Nos. 1 & 3 accept either a short or shortened answer. The child achieves the objective if he can distinguish between the questions and give appropriate verbal responses.

3. If necessary have pupils produce one question or answer at a time, but be sure that each pupil has the opportunity to produce and answer all three questions.

4. Make certain that the pupils observe the basic intonational patterns for the following questions.
   1) "What/do" - falling intonation
   2) "Who" - falling intonation
   3) "Yes/no" - rising intonation

5. Randomize the types of questions and the use of singular and plural.

UNIT X: Plural Pronoun "These"

S.O. 77: Production of a short/shortened answer in response to a "what" question using the plural demonstrative pronoun "these".

S.O. 78: Production of short/shortened answers contrasting the indefinite articles "a" and "ø" in response to a "what" question using "this" and "these".

S.O. 79: Production of a "what" question using the plural demonstrative pronoun "these".

S.O. 80: Production of "what" questions contrasting the demonstrative pronouns "this" and "these" as subjects.

S.O. 81: Production of a statement using the demonstrative pronoun "these" as subject.

S.O. 82: Production of statements contrasting grammatical agreement in singular and plural sentences.

S.O. 83: Production of shortened answers in response to "yes/no" questions with "this" and "these" as subjects.

S.O. 84: Production of "yes/no" questions with "this" and "these" as subjects.

S.O. 85: Production of a negative short answer with a correcting sentence in response to a "yes/no" question.

S.O. 86: Production of "what" and "yes/no" questions using "this" and "these" as subjects.

Pacing:

Lessons: 22-37

Weeks: 4 (maximum)

Related Text:

American English Series

Book One: Units 13, 14, & 16

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 77:

1. Feel It!

Place identical objects (two or more) in a sack or box. The children feel the objects without looking. If a cloth bag is used, the pupils may feel the objects through the material. The teacher stands near the child, touching the bag or box and asks, "What are these?" The pupil gives the appropriate short or shortened response.

2. Spinner Board

Place groups of objects (two or more) on a spinner board. When the spinner stops, the teacher asks the S.O. question. A pupil gives the appropriate response.

For variation:

(1) Use pictures of things rather than real objects.

(2) Place pupils in a circle on the floor, set objects in front of them, and use bottle for a spinner.

3. Fishing Pond

Cut pictures from magazines or catalogs of identical objects (two or more). Paste them on fish cut from tagboard. Make a fishing pole with a magnet for a hook. Put a paperclip on each fish.

When a child catches a fish, ask him the question, "What are these?" about his picture. The child gives the appropriate response.

STRUCTURAL OBJECTIVE 77 : Production of a short/shortened answer in response to the "what" question using the plural demonstrative pronoun "these".

Estimated Lessons: /1-2 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks: What are these?	Pencils. They're pencils.

Suggested Context(s):

Science
Health
Art
Math
Classroom
Music

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Cloth sack or box
Spinner board and objects
Geometric figures
Numerous familiar objects

Teaching Points:

1. First production of plural count nouns with the indefinite article "∅". The question serves as a prefamiliarization of "these".

2. Short Answer

$\text{NP} \rightarrow \text{Art} + \text{Noun} + Z^2$

$\text{Art} \rightarrow \emptyset$

Shortened Answer:

$\text{NP}_1 + \text{V}_{\text{be}} + \text{NP}_1$

$\text{NP} \rightarrow \left\{ \begin{array}{l} \text{Subj} \\ \text{Pred Noun} \end{array} \right\}$

$\text{Subj} \rightarrow \text{they}$

$\text{Pred Noun} \rightarrow \text{Art} + \text{Noun} + Z^2$

$\text{Art} \rightarrow \emptyset$

$\text{V}_{\text{be}} \rightarrow \text{are}$

3.

Noun	Z^2	NP + V_{be}	Noun	Z^2
pencil	s	they're	pencil	s
box	es		box	es
book	s		book	s
etc.	etc.		etc.	etc.

4. Limitation: Demonstration pronoun "these" in the question.

5. Both short and shortened answers are correct. Elicit both answers from the pupils.

6. If pupils answer with "*a pencils," use Correction Technique No. 2. If pupils answer with "the pencils", use Correction Technique No. 1.

7. Note that the answers to the question is not the statement, "These are pencils."

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 78

1. Feel It!

Collect a variety of familiar objects in sets of one and more than one. While the pupil(s) are not looking place an object or more than one of the same object in a paper bag. Direct the pupil to reach in the bag without looking and feel the object(s). Stand near the child touching the bag and ask, "What is this?" or "What are these?" The pupil gives an appropriate response.

For variation, use a cloth bag and have the pupil feel the object(s) through the material.

2. Fishing Pond

Cut pictures from magazines or catalogs of identical objects in sets of one and more than one. Paste them on fish cut from tagboard or construction paper. Make a fishing pole with a magnet for a hook. Put a paper clip on each fish. Cover a box with blue crep paper to be the fishing pole.

Have the children "go fishing." When a child catches a fish, ask him a question about his picture. For example:

P: (Catches a fish with two trees.)
T: (Touches picture.) What are these?
P: Trees. or They're trees.

3. Picture Card Game

Prepare a set of 30-40 flashcards with pictures or drawings of objects and/or animals in sets of one and more than one. Show a pupil a card and ask the appropriate question. If pupil answers correctly, let him hold the card until the end of the game. The pupil(s) with the most cards is declared the winner(s).

This activity is excellent for the speed test.

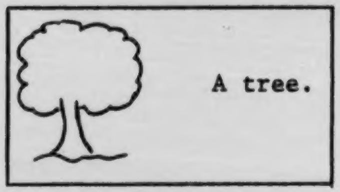
4. Spinner Board

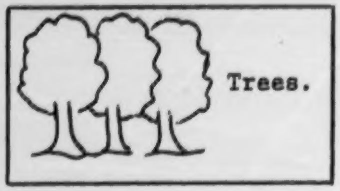
Place groups of objects (in sets of one and more than one) on a spinner board. Let a pupil turn the spinner. When the arrow stops, ask the appropriate question about the object(s) the arrow points to. The pupil answers the question.

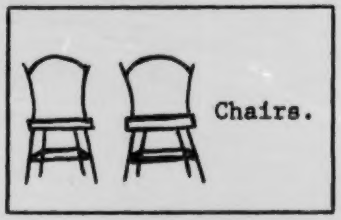
For variation: (1) Use pictures of objects or animals instead of real objects. (2) Place pupils in a circle on the floor, set objects (or pictures of objects) in front of them, and use a pop bottle for a spinner.

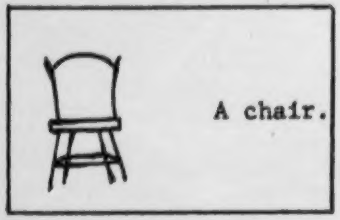
5. Grab Bag

Prepare colored slips of paper with names of familiar objects. (e.g., A book., Books., A pencil., Pencils., A chair., Chairs., etc.) Put slips of paper in a bag, box, or can and have a pupil draw one out. The child reads it if possible, however, the teacher should read words for the child who cannot. The teacher then asks the appropriate question and the child responds. You may wish to put pictures on the slips of paper along with the words to give the child visual pictorial clues. For example:









STRUCTURAL OBJECTIVE 78 : Production of short/shortened answers contrasting the indefinite articles "a" and "Ø" in response to "what" questions using the demonstrative pronouns "this" and "these".

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
What's this?	A bird./It's a bird.
What are these?	Birds./They're birds.

Suggested Context(s):

Science
Math
Health (grooming).
Classroom
Music (rhythm band instruments)

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Geometric figures
Spinner board and objects
Numerous familiar objects
Grooming items
Rhythm band instruments
(Note: Items should be paired sets of one and more than one.)

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the use of "a" with singular count nouns and "Ø" with plural count nouns.

2. Short Answer:
$NP \rightarrow Art + Noun + (Z^2)$
$Art \rightarrow a/an \text{ or } Ø$

Shortened Answer:
$NP_1 + V_{be} + NP_1$
$NP_1 \rightarrow \begin{Bmatrix} Subj \\ Pred\ Noun \end{Bmatrix}$
$Subj \rightarrow \text{it or they}$
$Pred\ Noun \rightarrow Art + Noun\ (+Z^2)$

3.

Art	Noun	NP + V_{be}	Art	Noun + (Z^2)
a	bird	it's	a	bird
Ø	birds	they're	Ø	birds
	etc.			etc.

4. Elicit short answers until the pupils are able to use the indefinite articles correctly. Then be sure all pupils have opportunity to use shortened answers and then to choose either a short or shortened answer.

5. Errors are probable due to the contrast situation. Use Correction Techniques as in T.P. 6 of S.O. 77.

6. Randomize the singular and plural demonstrative pronoun in the question.

7. Do not teach "that" and "those" structurally as a part of this unit. They may be presented situationally whenever it is appropriate at other times during the day. The distinction between "this" and "that" and "these" and "those" depends on the situation in which used, as well as distance involved.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 79:

1. Role Playing - Teacher

   A pupil is selected to play the role of teacher, asking the question of this S.O. Give opportunity for all pupils to be the "teacher". The "teacher" may conduct an activity, such as, "Fishing Pond", "Spinner Board", etc.

2. Puppet Show

   Use a puppet stage to let two pupils using hand puppets participate in the dialog of this S.O.

3. Picture Card Game (See S.O. 78)

   Conduct an explained in S.O. 78. For this S.O., however, all pictures of objects or animals should be sets of more than one:

4. Song: "What are These?"
   (Tune: "Are You Sleeping?")

   A large variety of words can be fitted to this tune. Some examples are:

   (1) What are these? What are these?
   They are balls. They are balls.
   What are these? What are these?
   They are marbles. They are marbles.

   (2) P1: What are these? What are these?
   P2: They are cows. They are cows.
   P1: What are these? What are these?
   P2: They are horses. They are horses.

   In No. 1, everyone can sing together while the teacher or a pupil holds up the objects. In No. 2, group one can sing the questions and group two can sing the answers. (Note: the answers are not contracted, but may be if you so desire.)

STRUCTURAL OBJECTIVE 79 : Production of a "what" question using the plural demonstrative pronoun "these".

Estimated Lessons: /1-2/

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	P1: What are these? P2: Balls./(They're balls.)

Suggested Context(s):

Science
Health
Art
Math
Music
Classroom

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Numerous familiar objects
Puppets
Pictures of objects, animals, etc.
Spinner board with new objects

Teaching Points:

1. Extension of the demonstrative pronoun "these" by pupil production of the "what" question. See S.O. 77.

2. $NP_1 + V_{be} + NP_1$

$NP \rightarrow \left\{ \begin{matrix} \text{Subj} \\ \text{Pred Noun} \end{matrix} \right\}$

$\text{Subj} \rightarrow \text{these}$

$\text{Pred Noun} \rightarrow \text{Art} + \text{Noun} + Z^2$

$\text{Art} \rightarrow \varnothing$

$V_{be} \rightarrow \text{are}$

"Wh" Question Transformation

$NP_1 + V_{be} + NP_1 \rightarrow$

$NP_1 + V_{be} + \text{what} \rightarrow$

$\text{What} + V_{be}\ NP_1$

3.

Int Pron	V_{be}	NP_1
what	are	these

4. The pupil asking the question should be near to and should indicate the things he is talking about.

5. Encourage pupil-partners to look at each other.

6. In this objective, accept either the short or shortened answer.

7. Attention should be given to the correct intonation of the question. Note that the intonation pattern falls, doesn't rise.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 80:

1. Fishing Pond (See S.O. 77-78)

Use fish with pictures already made or, preferably, prepare a new set of fish with pictures of objects on animals in sets of one or more than one. As a pupil catches a fish, he asks the correct question, "What is this?" or "What are these?", about the picture. The pupil may call on someone to answer as he holds up his "catch".

2. Farmer John

A pupil is selected to be Farmer John and several pupils are selected to be his farm animals. For example: one cow, five chickens, four horses, two pigs, etc. The animals take turns making "their sounds". Farmer John then asks, "What are these?" or "What is this?" Other pupils give the appropriate answer. Rotate the characters so several pupils play the part of Farmer John and all pupils get to be animals.

3. Song: "What Are These?" (See S.O. 79)
(Tune: "Are You Sleeping?")

For this objective you can add verses for objects which are singular. For example:

(1) What is this? What is this?
It's a cup. It's a cup.
What is this? What is this?
It's a glass. It's a glass.

(2) P1: (Holding up one shoe)
What is this? What is this?
P2: It's a shoe. It's a shoe?
P1: (Holding up a pair of shoes)
What are these? What are these?
P2: They're shoes. They're shoes.

4. Spinner Board (See S.O. 77)

Conduct as explained in S.O. 77. Use a variety of objects in sets of one and more than one. The pupil who spins asks the appropriate question. The pupil who responds may be selected by the "questioner" or by name cards held by the teacher.

STRUCTURAL OBJECTIVE 80 : Production of "what" questions contrasting the demonstrative pronouns "this" and "these" as subjects.

Estimated Lessons: /2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog and has pupil-partners engage in similar dialogs.	1. P1: What is this? P2: A shirt./(It's a shirt.) 2. P1: What are these? P2: Belts. (They're belts.)

Suggested Context(s):

- Science
- Health (grooming items)
- Art
- Math
- Music

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

- Geometric Figures
- Box
- Pictures
- Numerous familiar objects
- Grooming items
- Items of clothing
- Rhythm band instruments
- Art materials

(Note: Items should be paired sets of one and more than one.)

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce pupil production of "what" questions using "this" and "these".

2. "Wh" Question Transformation

$$NP_1 + V_{be} + NP_1 \rightarrow$$
$$NP_1 + V_{be} + \text{what} \rightarrow$$
$$\text{what} + V_{be} + NP_1$$

3.

Int Pron	V_{be}	NP_1
what	is are	this these

4. Attention should be given to the correct intonation pattern of the question. Note that the intonation falls, doesn't rise.

5. In this objective accept either the short or shortened answer.

6. Encourage pupil-partners to look at each other.

7. Setting up the situation requires providing numerous sets of one and more than one item.

8. Randomize use of singular and plural.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 81:

1. Rhythm Band

Pupils play various instruments in a rhythm band while a record is playing. When the teacher stops the record, the pupils tell what they are playing. For example,

"These are cymbals."
"These are (rhythm) sticks."
"These are (wood) blocks."

After each pupil has said a sentence, have them exchange instruments and start music again. Make certain pupils have instruments containing two items.

2. Nature Walk

Take a short walk around the campus or community, collecting "things" to be placed in a science center. The pupils are given an opportunity to talk about the "things" in the center, either what they brought or what someone else brought.

3. Grab Bag

Place a large variety of objects in sets of two or more in a large sack or box. Bind the sets of objects together with string or rubber bands. Have a pupil reach in without looking and pull out one set of objects. He then tells about what he has using the structure of this S.O., "These are ____s."

4. Picture—Word Association

Prepare a large number of flash cards with pictures of objects or animals in sets of two or more. On the card print the name of the object or animal below the picture. (e.g., coats, sweaters, tents, cars, sleds, beds, lions, elephants, etc.) For this objective, use objects or animals which form regular plurals spelled by just adding "-s".

Place the pictures face down on a table and direct a pupil to choose one. He then makes an appropriate sentence about his card using the structure of this S.O.

STRUCTURAL OBJECTIVE 81 : Production of a statement using the demonstrative pronoun "these" as the subject.

Estimated Lessons: /2-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	
Tell me about these things.	These are books.

Suggested Context(s):

Math
Reading Readiness
Science
Health
Music
Art

Suggested Vocabulary:

Known plural count nouns which form regular plurals

Suggested Resources and Materials:

Puppets
Numerous familiar objects
Objects found on nature walk
Record player, records
Rhythm band instruments

Teaching Points:

1. First production of a statement with the demonstrative pronoun "these". See S.O. 22 for "this" in a statement.

2. $NP_1 + V_{be} + NP_1$

$$NP_1 \rightarrow \left\{\begin{matrix} \text{Subj} \\ \text{Pred Noun} \end{matrix}\right\}$$

$\text{Subj} \rightarrow \text{these}$

$V_{be} \rightarrow \text{are}$

$\text{Pred Noun} \rightarrow \text{Art} + \text{N}$

3.

Subj	V_{be}	Art	Noun + Z2
these	are	∅	books horses circles etc.

4. Setting up the situation includes providing numerous sets of more than one item. The number of items in the sets should be varied as much as possible.

5. Note that the statement is not cued by a question.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 82:

1. Grab Bag (See S.O. 81)

Conduct as explained in S.O. 81. Place in a large sack or box objects in sets of one or more than one. If the set has two or more, bind together with string or rubber bands. When a pupil draws out an object(s), he makes a statement about it using the appropriate structure of this S.O.

2. Picture—Word Association (See S.O. 81)

Conduct as explained in S.O. 81. Add to the flash cards several which contain only one object or animal. Print the name of the object or animal with the indefinite article. (e.g., a dress, a belt, a stove, a table, an apple, a banana, etc.) Be sure to use objects or animals which take either "a" or "an".

3. Let's Draw A Picture

Direct pupils to draw a picture which includes only one of an object or animal and then two (or more) of an object or animal. Pupils use their pictures to talk about what they drew, using the structures of this S.O. The pupils may include in their picture many things and they should be encouraged to make as many statements as they can.

4. Song: "This Is A Tree"
(Tune: "Mary Had A Little Lamb")

Prepare several paired pictures of known identical objects. For example, a picture of a tree on one card and a picture of two or more trees on another card. As a child holds the two pictures he sings:

This is a tree and these are trees,
    These are trees; These are trees.
This is a tree and these are trees.
    Yes, they are.

These are rocks and this is a rock;
    This is a rock; This is a rock.
These are rocks and this is a rock.
    Yes, it is.

As child sings, he should hold higher the picture he is singing about at the time. For example, hold up high "a tree" when singing "This is a tree", and hold up high "trees" when singing "These are trees."

If teacher, aide, or other pupils help sing, they should stand near the pictures.

STRUCTURAL OBJECTIVE 82 : Production of statements contrasting grammatical agreement in singular and plural sentences.

Estimated Lessons: /4-6 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and says:	1. This is a tree. These are trees.
Let's talk about these things in the same way.	2. This is a flower. These are petals.

Suggested Context(s):

Science
Health
Math
Art
Music
Classroom

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Paired picture sets (teacher-made and pupil-made)
Numerous familiar objects
Grooming items
Food items (count nouns only)

(Note: Items should be paired sets of one and more than one and count noun items only.

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the pupils' ability to make singular and plural grammatical agreement.

2. $NP_1 + V_{be} + NP_1$

The task in this objective requires a change in the form of each element of the sentence.

demonstrative pronoun + verb "be" + indefinite article + count noun.

e.g. this → these
is → are
a → Ø
tree → trees

3.

NP_1	V_{be}	Art	NP_1	(Z^2)
this/ these	is/are	a/Ø	leaf chair bowl bird etc.	(s)

4. Elicit paired response No. 1 until pupils understand the task. Then proceed to paired response No. 2.

5. Randomize the use of singular and plural.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 83:

1. Fishing Pond (See S.O. 77)

Set up this activity as explained in S.O. 77. When a pupil catches a fish, the teacher asks a "yes/no" question about the picture. The pupil gives the appropriate shortened answer. At first, use only the fish with pictures illustrating two or more. At a later time, add fish with pictures illustrating only one object in order to set up the contrast situation.

2. Feel It! (See S.O. 77-78)

Put a set of known objects (two or more) in a cloth bag without the children seeing them. Direct a child to feel the objects through the material. Ask the question of the S.O., "Are these ____?" The child gives the appropriate response(s). When asking the question, make the first question one requiring a negative response. Keep asking the same pupil questions until you get an affirmative answer. For example, if you put three pencils in the bag, ask such questions as:

Are these rulers?
Are these crayons?
Are these ball point pens?
Are these pencils?

On occasion, ask the question which requires an affirmative answer first in order to keep the pupils alert.

3. Three Picture Mix Up

Select three pictures at random illustrating familiar objects or animals. (You may use flash cards prepared for Activity 2, S.O. 82.) Show the 3 pictures to the class. Place them face down on the table, moving them one time to mix them up. Ask a pupil about the pictures by pointing to one and asking a "yes/no" question (in this S.O.). The pupil answers according to what he remembers. The picture is then turned over to see if the pupil is correct. If the pupil is right, select a new "player". If the pupil is incorrect, ask another question about one of the two remaining cards. Repeat procedure for the third card, if necessary. When the task becomes too easy, you may add one or more cards to the game. Also, you may move the cards around several times to mix them up completely.

STRUCTURAL OBJECTIVE 83 : Production of shortened answers in response to "yes/no" questions with "this" and "these" as subjects.

Estimated Lessons: /1-3 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation and asks:	
1. Are these crayons?	1. Yes, they are./No, they aren't.
2. Is this a brush?	2. Yes, it is./No, it isn't.

Suggested Context(s):

Math
Reading Readiness
Health
Science
Music

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Materials for fishing game (See Activity 1)
Pictures of familiar objects
Geometric figures
Items found on nature walk
Food items (count nouns only)

(Note: Items should be paired sets of one and more than one.)

Teaching Points:

1. First production of answers to "yes/no" questions using plural demonstrative pronoun "these". Use of contrast situation as a teaching strategy to reinforce number agreement.

2. Sent Adv + NP + V_{be} (+ not)

   Sent Adv → yes/no

   NP → they, it

   V_{be} → are, is

3.

Sent Adv	NP	V_{be}	(Neg)
yes	they it	are is	--- ---
no	they it	aren't isn't	

4. In the question the subject is limited to "this" and "these". In the response the subject and verb "be" are limited to "it is" and "they are" as either affirmative or negative.

5. In the negative response use:
   1) "it isn't" instead of "it's not"
   2) "they aren't" instead of "they're not"

6. Begin teaching this S.O. with question and response No. 1. After the pupils have passed the accuracy test, contrast with question and answer No. 2.

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 84:

1. Multi-Colored Quilt (See S.O. 58)

   Use the quilt prepared for S.O. 58 or make a new one. Pupils can ask "yes/no" questions about the quilt, such as:

   Are these triangles?
   Are these red rectangles?
   Are these small circles?

   Start with questions about shapes which are plural. At a later time add questions about shapes which are singular. Do not require the pupils to use adjectives of color and size unless they handle them with ease.

2. Feel It (See S.O. 83)

   Conduct as explained in S.O. 82. Have a pupil play the teacher's role and ask the question.

3. Three Picture Mix Up (See S.O. 83)

   Conduct as explained in S.O. 83. Have a pupil play the teacher's role and ask the question.

4. Spinner Board (See S.O. 77)

   Conduct as explained in S.O. 77. Let the child who does the spinning ask the question(s).

5. Farmer John (See S.O. 80)

   Conduct as explained in S.O. 80. Instead of "Farmer John" asking the "what" question, he asks a "yes/no" question about the animal sounds the pupils hear.

STRUCTURAL OBJECTIVE 84 : Production of "yes/no" questions with "this" and "these" as subjects.

Estimated Lessons: /3-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similiar dialog.	Dialog 1: P1: Are these belts? P2: Yes, they are./No, they aren't. Dialog 2: P1: Is this a triangle? P2: Yes, it is./No, it isn't. P1: Are these rectangles? P2: Yes, they are./No, they aren't.

Suggested Context(s):

Science
Health
Math
Art
Music

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Multi-colored quilt (See Activity 1)
Spinner board
Objects or pictures of spinner board
Geometric figures
Items of clothing, food, etc.
Art supplies
(Note: Items should paired sets of one and more than one.)

Teaching Points:

1. First production of a "yes/no" question with the plural demonstrative pronoun "these". Use of a contrast situation as a teaching strategy to reinforce number agreement.

2. $NP_1 + V_{be} + NP_1$

$$NP \rightarrow \begin{Bmatrix} \text{Subj} \\ \text{Pred Noun} \end{Bmatrix}$$

$\text{Subj} \rightarrow \text{these}$

$\text{Pred Noun} \rightarrow \text{Art} + \text{Noun} + Z^2$

$\text{Art} \rightarrow \emptyset$

"Yes/No" Question Transformation

$\text{Subj} + V_{be} + \text{Pred Noun} \Rightarrow$

$V_{be} + \text{Subj} + \text{Pred Noun}$

3.

V_{be}	Subj	Art	Noun	Z^2
are	these	Ø	shirt	s
			rock	s
			circle	s
			etc.	etc.

4. Begin teaching this S.O. with Dialog 1. After the pupils have passed the accuracy test, contrast the questions in Dialog 2.

5. This objective may be extended by P1 asking a sequenced question. For example:
P1: Are these glasses?
P2: No, they aren't.
P1: Are they cups?
P2: Yes, they are.
Note that in this dialog, question 1 requires a negative response. In question 2, the subject is changed from "these" to "they".

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 85:

1. Tour Guide Fun

Teacher or aide plays the role of a "tourist" and a pupil plays the role of a "tour guide". The "tour guide" walks around the classroom with the "tourist". When the "tourist" asks about something, the "tour guide" gives the negative answer and correcting sentence of this S.O. For example, the "tourist" may ask while pointing at flowers, "Are these vegetables?" The "tour guide" answers, "No. They're flowers."

For this S.O. start with plural items and make certain the question requires a negative answer. Change the pupil who is "tour guide" quite often.

2. Spinner Board (See S.O. 77)

Conduct as explained in S.O. 77. Ask a question requiring a negative response about the object(s) the spinner stops on. A pupil gives the correct response.

3. Guess What

This activity is an adaptation of "Feel It". Place a large number of objects on a table. Direct a pupil to choose an object and place it in a cloth bag while you have your back turned. When the pupil is ready, he hands you the bag. After you feel the object(s) through the material, you ask the question of this S.O. making sure the question requires a negative response. The pupil answers your question by saying "No" and giving a correcting sentence.

STRUCTURAL OBJECTIVE 85 : Production of a negative short answer with a correcting sentence in response to a "yes/ no" question.

Estimated Lessons: /2-4 /

Teacher Cue:	Pupil Response:
Teacher sets up appropriate/ pretend situation and asks:	
1. Are these rocks?	1. No. They're sticks.
2. Is this a carrot? Are these apples?	2. No. It's a potato. No. They're grapes.

Suggested Context(s):

Health (foods)
Math
Science
Art

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Vocabulary:

Numerous familiar objects
Items of clothing, food, etc.
Items found on nature walk
Art supplies
Geometric figures

Teaching Points:

1. First production of a negative short answer with a correcting sentence. Use of a contrast situation as a teaching strategy to reinforce number agreement.

2. $Neg + NP_1 + V_{be} + NP_1$

$Neg \rightarrow no$

$NP_1 \rightarrow \left\{ \begin{array}{l} Subj \\ Pred\ Noun \end{array} \right\}$

$Subj \rightarrow they$

$Pred\ Noun \rightarrow count\ noun$

$V_{be} \rightarrow are$

3.

Neg	$NP_1 + V_{be}$	Art	Noun	Z^2
no	they're	∅	leaf stick pear chair etc.	s

4. Begin teaching this S.O. with No. 1. After the pupils have passed the accuracy test. contrast the questions in No. 2.

5. In the response, a pause following "no" before saying the correcting sentence is necessary. The pause is longer than the following "no" in the response, "No, they're not."

SUGGESTED ACTIVITIES FOR STRUCTURAL OBJECTIVE 86:

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1. At The Fruit Stand

Set up a fruit and vegetable stand with real or artificial items. Pupils take turns playing the roles of salesclerk and customers. A customer asks the questions of this S.O. For example:

P1: "Customer" What's this? or
Is this a ____?

P2: "Salesclerk" (Gives appropriate answer.)

Help pupils to ask both questions in this S.O. using both singular and plural items.

2. Tour Guide Fun (See S.O. 85)

For this activity pupils may be assigned both roles of "tour guide" and "tourist". One "tour guide" may take three or four "tourists" on a walk around the classroom, school building, or campus. The "tourists" take turns asking questions (as found in this S.O.) and the "tour guide" answers each one appropriately.

Rotate the roles frequently. The teacher or aide may serve as the "bus driver" with the tour group being a silent observer and helper, when needed.

3. Fishing Pond (See S.O. 77)

Set up this activity as explained in S.O. 77. When a pupil catches a fish, he asks either a "what" or "yes/no" question about his "catch". Either the teacher or the questioner may select a pupil to respond.

4. Three Picture Mix Up (See S.O. 83)

Conduct this activity as explained in S.O. 83. Let a pupil play the role of the teacher and ask questions about the cards. Each "teacher" should ask at least one "what" and one "yes/no" question.

STRUCTURAL OBJECTIVE 86 : Production of "what" and "yes/no" questions using "this" and "these" as subjects.

Estimated Lessons: /3-5/

Teacher Cue:	Pupil Response:
Teacher sets up appropriate situation, gives examples of dialog, and has pupil-partners engage in similar dialog.	Dialog 1: P1: What are these? P2: Books./(They're books.) P1: What's this? P2: A ruler. Dialog 2: P1: What's this? P2: A tree./(It's a tree.) P1: What are these? P2: Bushes./(They're bushes.) P1: Is this a leaf? P2: Yes, it is./No, it isn't. P1: Are these stones? P2: Yes, they are./No, they aren't.

Suggested Context(s):

Math
Science
Health

Art
Music
Classroom

Suggested Vocabulary:

Known count nouns which form regular plurals

Suggested Resources and Materials:

Shopping bags or paper sacks
Numerous familiar objects
Items for "garage sale"
Items found on nature walk
Items of clothing, food, etc.

Teaching Points:

1. Use of a contrast situation as a teaching strategy to reinforce the production of "what" and "yes/no" questions and number agreement.

2. "Wh" Question Transformation

$NP_1 + V_{be} + NP_1 \rightarrow$

$NP_1 + V_{be} + \text{what} \rightarrow$

$\text{what} + V_{be} + NP_1$

"Yes/No" Questions Transformation

$\text{Subj} + V_{be} + \text{Pred Noun} \rightarrow$

$V_{be} + \text{Subj} + \text{Pred Noun}$

3. Int Pron	V_{be}	NP_1
what	is are	this these

4. V_{be}	Subj	Art	Noun	Z^2
is	this	a	leaf	---
are	these	$\emptyset$	stone	s
			etc.	

4. Carefully direct pupils in randomization of:
   1) dialogs
   2) affirmative and negative responses
   3) use of singular and plural

APPENDICES

APPENDIX A: Situational Objectives

APPENDIX B: Activities

APPENDIX C: Glossary

APPENDIX A: SITUATIONAL OBJECTIVES

The Situational Objectives contained in this appendix are samples of situational language needed by the child during the first year of English language learning. These and other objectives deemed necessary by the teacher may be taught concurrently with the grammatical structures. (Refer to Rationale, pp. 5 and 15.)

Situational Objective 1 : Recognition and production of own name.

Teacher Cue:	Pupil Response: (Non-verbal/ Verbal)
1. Teacher says: Lucy, come here.	1. Pupil performs requested action.
2. Teacher asks: What's your name?	2. Mike./Mike Begay.

Suggested Activities:

1. Name Tag Activities: Prepare name tags for children (e.g., tape attached to clothing or tagboard labels with string). Display name tags on a table and have each child pick up his own name tag.
2. Name Tracing: Print children's names in dots or dashes on the chalkboard, newsprint, tagboard, drawing paper, etc. Direct children to trace own names with chalk, crayon, etc.

Suggested Resources and Materials:

Name tags
Tagboard
Newsprint
Crayons
Chalk
String

Teaching Notes:

1. Note that the answer to the question in this objective is never a complete statement. (See Rationale.)
2. Auditory and visual recognition of names should be included in this objective.
3. Oral and written production of names should be included in this objective.
4. Emphasis should be given to distinct pronunciation and correct intonation.
5. Two different pupils may be involved in the Pupil Response as shown in No. 1 and 2 or you may have the same pupil respond to both No. 1 and 2.

Situational Objective 2 : Recognition and production of classmates' names.

Teacher Cue:	Pupil Response:
Teacher asks:	
What's his her name?	Mike. Lucy.

Suggested Activities:

1. Spin the Bottle: Class or group sits in circle. One child is selected to spin a bottle. The teacher asks the question about the pupil the bottle is pointing to. The child who is "It" (or spins the bottle) answers with the name of his classmate.

2. Name Tag Activity: Use name tags, for a small group of children, and place them on a table. The teacher calls out the name of one child in the group, for example, "Mary". Another child is directed to find Mary's name tag and give it to her. When the teacher asks the question about Mary, "What's her name?", the child gives the correct response. This activity may be conducted with several variations.

Suggested Resources and Materials:

Bottle
Name tags

Teaching Notes:

1. Note that the answer to the questions in this objective are never complete statements.

2. Auditory recognition and oral production are the first stage of this objective.

3. Visual recognition and written production are a later stage in this on-going objective.

4. Recognition and correct pronunciation of names is a means of teaching the sound system of English.

Situational Objective 3 : Recognition and production of adults' names in the immediate environment.

Teacher Cue:	Pupil Response:
Teacher asks: What's [my / her] name?	Mrs. Brown. Mr. Harvey. Mrs. Benally.

Suggested Activities:

1. Visits around community and school: Take class by small groups to various school departments and to places in the community, such as the trading post. Introduce people to the children and have the children say their names.

2. Photographs: Photographs (preferably polaroid) of the shool personnel and community people may be taken on the visits (or even ahead of time.) In the classroom the pictures are displayed so the children may talk about them. The teacher asks the question and individual pupils are given the opportunity to respond.

Suggested Resources and Materials:

Camera and film
Photographs

Teaching Notes:

1. Auditory recognition and oral production of the names of persons with whom the child is acquainted are the only points of this objective.

2. Titles of address (Mr., Mrs., Miss, Dr.) are to be taught as a part of the name.

3. Talk about people who are in the pupil's presence or familiar people in photographs.

4. This objective may be incorporated into social studies units.

Situational Objective 4 : Production of appropriate greatings.

Teacher Cue:	Pupil Response:
Hello, Mike.	Hello, (Mrs. Brown).
Hi, Lucy.	Hi.
Good morning, boys and girls.	Good morning, (Mrs. Brown).
Goodbye, children.	Goodbye, (Mike).

Suggested Activities:

1. Hello, Hello!: Set up a pretend or play situation (e.g., a store, a home, etc.) Help children to use the various greetings suggested; but be sure to help pupils use greetings in real situations throughout the day.

Suggested Resources and Materials:

Items for play situation (home, store, etc.)

Teaching Notes:

1. Encourage children to use greetings with peers, teachers, and other adults.
2. Aide should explain in Navajo that the teacher understands and respects the Navajo way of greeting, but in school we will learn to greet each other in a different or new way.
3. After several lessons, situations should be set up whereby pupils are to initiate greetings.
4. "Good morning" should be used only when first entering the classroom in the morning.
5. In this objective use only the greetings suggested in teacher cue and pupil response. At this time avoid such greetings as "good afternoon", "good evening", and "good day".

Situational Objective 5 : Polite responses to teacher questions.

Teacher Cue:	Pupil Response:
Teacher asks questions such as:	
1. Who $\left\{\begin{matrix}\text{wants}\\ \text{needs}\end{matrix}\right\}$ a pencil?	1. I do.
2. Do you $\left\{\begin{matrix}\text{want}\\ \text{need}\end{matrix}\right\}$ a piece of paper?	2. Yes, please./No, thank you.
3. What do you $\left\{\begin{matrix}\text{want?}\\ \text{need?}\end{matrix}\right\}$	3. A box of crayons.

Suggested Activities:

Teach this objective in real situations only. Do not permit children to respond with impolite or incorrect responses. If child responds incorrectly, use Correction Technique No. 2. (See Rationale.)

Suggested Resources and Materials:

Classroom supplies

Teaching Notes:

1. Limit verbs to those in examples. Do not use "have" at this time.

2. After the pupil has received what he wants or needs, he should be encouraged to say "thank you".

3. Aide should explain free use of "Please" and "Thank you" in English culture.

4. Do not use negative questions. (e.g., Don't you need a pencil?)

Situational Objectives may be developed for the following:

1. Request by pupils:

    (a) To get a drink of water
    (b) To go to the toilet/restroom
    (c) To take out a ball/rope/etc. at recess
    (d) To get needed supplies, such as a pencil, paper, etc.
    (e) To receive needed help by teacher or aide

2. Playground safety

    (a) Rules for proper use of playground equipment
    (b) Procedures if child gets hurt

3. Menu

    (a) Recognition of foods served in cafeteria
    (b) Classification of foods into four basic groups
    (c) Requests for amount of serving desired
    (d) Table manners

4. Parties

5. Family-style dining

APPENDIX B: ACTIVITIES

This appendix contains an alphabetical listing by title of all suggested activities in Book 1. The numerals beside each activity title give the necessary information to locate the activities in Book 1. The Roman numeral indicates the unit number, the second numeral indicates the number of the structural objective, and the last numeral indicates the number of the activity for that particular objective. Activities which are suggested for possible use with more than one objective contain the reference for each time they are suggested.

Action Art: VIII - 64 - 1
Action Behind The Scene: IX - 65 - 1, IX - 66 - 2, IX - 69 - 3, IX - 72 - 3, IX - 74 - 3, IX - 75 - 2, IX - 76 - 2
Action Cards: IX - 70 - 1
Action Cheer: II - 7 - 2
Action Relay: I - 3 - 5
Action Word List: IX - 75 - 3, IX 76 - 3
Add-A-Body Part: II - 8 - 1, II - 9 - 1
Add-A-Part: VII - 55 - 4
Animal Game: IX - 68 - 2, IX - 71 - 2
Animal Puppets: IX 65 - 2, IX - 66 - 3
Animal Sounds: II - 8 - 3, II - 10 - 4, II - 11 - 5, II - 12 - 4, VIII - 61 - 1, VIII - 61 - 2, VIII - 63 - 3
Animal Talk: II - 7 - 3
Art Fun: III - 17 - 1, III - 18 - 1
At The Fruit Stand: X - 85 - 1
Ball Activities: I - 4 - 4, I - 6 - 2
Bingo (Adaptation): II - 13 - 1
Bring, Bring, Bring The Book (Song): I - 4 - 1
Broken Arm Game: II - 13 - 3
Bugs, Bees, & Butterflies: III - 15 - 2
Can They Sing (Song): VIII - 63 - 2
Caps and More Caps: III - 15 - 1
Captain's Circle: IV - 30 - 1
Choose A Picture Game: I - 4 - 3
Choose It--Do It: IX - 76 - 4
Clap A Rhythm: II - 7 - 1
Class Dismissal: II - 10 - 2
Class Roster: VI - 45 - 2
Clown Face: II - 10 - 5, II - 11 - 6
Coffee Pot: VIII - 62 - 2
Color and Size Assortment: VI - 50 - 1
Colored Marbles: III - 17 - 2
Comic Strip: V - 39 - 4
Concealed Objects: III - 18 - 2
Condie's Dennis Unit: IV - 30 - 3
Curtains, Please: IX - 73 - 1
Do As I Do (tag): II - 11 - 3
Do It Quickly: VII - 51 - 3
Dogs! Dogs! Dogs!: III - 19 - 2
Draw-A-Figure: IV - 24 - 1
Dress The Doll: I - 2 - 4
Dress-Up: V - 42 - 2, V - 43 - 2
Drop An Object: IV - 21 - 3, IV - 25 - 2
Farmer John: X - 80 - 2, X - 84 - 5
Feed The Animal Game: I - 4 - 2
Feel It!: IV - 34 - 1, VII - 56 - 3, VII - 57 - 2, X - 77 - 1, X - 78 - 1, X - 83 - 2, X - 84 - 2
Feel - Taste - Hear: VII 53 - 3
Finger Plays: I - 3 - 4
Fishing Pond or Game: III - 15 - 4, III - 16 - 2, III - 17 - 3, III - 18 - 4, III - 19 - 1, IV - 20 - 4, IV - 33 - 4, VI - 45 - 4, VI - 50 - 4, VII - 57 - 1, X - 77 - 3, X - 78 - 3, X - 80 - 1, X - 83 - 1, X - 86 - 3
Follow The Leader: I - 1 - 1
Getting Acquainted: IV - 26 - 4
Give Me/Show Me Activities I - 4 - 6
Go, Go, Go!: I - 2 - 3
Grab Bag: II - 8 - 5, II - 10 - 3, II - 11 - 4, IV - 20 - 1, IV - 21 - 2, IV - 22 - 3, VI - 50 - 2, VII - 52 - 3, VII - 56 - 1, VII - 57 - 3, VIII - 64 - 2, IX - 72 - 4, X - 81 - 3, X - 82 - 1
Guess What: X - 85 - 3
Guess What Color: III - 14 - 4, III - 16 - 4, III - 18 - 3
Hats! Hats! Hats!: III - 14 - 1, III - 15 - 3
He Can Clap & She Can, Too (Song): VIII - 62 - 1
Hide-And-Seek: V - 41 - 3
I Can't See: II - 13 - 6
If You're Happy and You Know It (Song): I - 3 - 6
Impossible Actions: IX - 70 - 4
Indian Drum Talk: I - 1 - 3, I - 2 - 2, I - 3 - 7, I - 5 - 4
Intensive Questioning: II - 12 - 1
Is It A Circle: IV - 33 - 1
Jack-In-The-Box: V - 35 - 1, V - 39 - 2

Knock, Knock: V - 41 - 1
Let's Draw A Picture: X - 82 - 3
Let's Pretend: IV - 27 - 2, V - 39 - 3, V - 40 - 3, V - 41 - 2
Lotto Game: IV - 22 - 1, IV - 25 - 3
Magazine Picture Cut-Outs: VIII - 60 - 2
Mary & John Can Hop (Song): VIII - 59 - 4
Mask Game: IV - 27 - 4.
Materials Distribution: I - 4 - 5
Mike Can Run (Song): II - 8 - 4, VI - 48 - 4
Multi-Colored Quilt: VII - 58 - 3, X - 84 - 1
Musical Chairs: V - 37 - 1
Musical Circle: V - 37 - 4
Name Cards: VI - 45 - 1
Name The Person: IV - 32 - 1
Nature Walk: IV - 20 - 3, IV - 23 - 2, VII - 51 - 2, VII - 58 - 2, X - 81 - 2
Number Guessing Game: IV - 34 - 2
Number Off: VI - 46 - 2
Numeral Game: IV - 24 - 2, VI - 45 - 5
Nursery Rhyme Action: VI - 48 - 3, IX - 65 - 3, IX - 66 - 4, IX - 69 - 4, IX - 70 - 3
Nursery Rhyme Characters: VI - 46 - 4, VI - 47 - 3
Nursery Rhyme Colors: III - 14 - 2
Nursery Rhyme Pictures: IV - 30 - 2
Nursery Rhyme Time: II - 12 - 3
Object Identification: IV - 23 - 3
One--More Than One: VII - 54 - 1
Our Staff & Class: IV - 26 - 2
Paired Card Game: VII - 53 - 2, VII - 57 - 4
Paired Pictures: VIII - 62 - 3
Paper Dolls: V - 38 - 2
Peep Box: IV - 33 - 3, VII - 52 - 1, VII - 53 - 1, VII - 54 - 2, VII - 55 - 1
Photographer: VI - 47 - 4
Physical Actions: VIII - 59 - 1
Picture Card Game: IV - 24 - 3, X - 78 - 4, X - 79 - 3
Picture Identification: IV - 28 - 2
Picture Mimics: VI - 49 - 4
Picture Lotto: V - 38 - 3
Picture-Word Association: X - 81 - 4, X - 82 - 2
Play House: IV - 20 - 3
Point—Touch Relay: I - 2 - 1
Pretend Actions: IX - 66 - 1, IX - 67 - 3, IX - 70 - 2, IX - 71 - 3, IX - 73 - 2, IX - 74 - 4
Pull From A Box: V - 35 - 2, V - 36 - 1
Pull From A Hat: IV - 23 - 1
Pull The Dog: I - 5 - 2
Puppet Emcee: V - 40 - 2
Puppet Playmates: VI - 46 - 1, VI - 47 - 1
Puppet Role Playing: V - 40 - 2
Puppet Show: II - 7 - 5, IX - 67 - 2, X - 79 - 2
Reverse of Add-A-Body Part: II - 13 - 2
Rhythm Band: X - 81 - 1
Rhythm Game: I - 5 - 1
Right Name: IV - 22 - 2
Role Playing - Teacher: X - 79 - 1
Roll It!: VIII - 61 - 3, VIII - 64 - 5
Science Experiments: II - 9 - 4
See and Say: VIII - 64 - 3
Shadow Game: IV - 21 - 4, VII - 55 - 2, IX - 75 - 1, IX - 76 - 1
Shapes & Sizes: VII - 58 - 1
Shopping: IV - 25 - 1
Silhouettes: IV - 26 - 3, IV - 27 - 1
Silhouettes & Photos: V - 44 - 1
Silly Puppet: IX - 69 - 1
Simon Says: I - 1 - 2, I - 3 - 2, I - 5 - 3, I - 6 - 3
Small Group Talk: II - 7 - 4
Sounds Around: II - 8 - 2
Sounds They Make: IX - 67 - 1, IX - 68 - 1
Spin-A-Number: IV - 28 - 3
Spinner Board: II - 9 - 3, II - 13 - 5, III - 16 - 3, III - 17 - 4, III - 19 - 3, IV - 34 - 3, V - 38 - 4, VII - 52 - 2, VII - 56 - 2, IX - 71 - 1, (cont.)

Spinner Board (cont.): IX - 72 - 1, IX - 74 - 1, IX - 76 - 5, X - 77 - 2, X - 78 - 2, X - 80 - 4, X - 84 - 4, X - 85 - 2
Spin The Bottle: IV - 27 - 5, V - 37 - 2, V - 39 - 1, V - 40 - 1, VI - 45 - 3, VI - 48 - 2, VIII - 60 - 3
Stop The Record: II - 9 - 2
Storybook Game: IV - 29 - 1
Storybook Picture Lotto: IV - 27 - 3
Storybook Time: VIII - 59 - 3, VIII - 60 - 1
Surprise Box: III - 16 - 1
Tactile Game: IV - 33 - 2
Talk-And-Tell: VIII - 63 - 1
Take A Walk: IV - 31 - 1
Team Relay: V - 40 - 4
Television: VIII - 59 - 2, IX - 68 - 4, IX - 69 - 2, IX - 72 - 2, IX - 74 - 2
This Is A Tree (Song): X - 82 - 4, X - 83 - 2
This Is Lucy (Song): IV - 28 - 5
This Is The Way You Wash Your Face (Song): I - 3 - 3
This Is Thumbkin (Song): IV - 28 - 1
Three Bears, The: V - 38 - 1
Three Picture Activity: II - 13 - 4
Three Picture Mix-Up: X - 83 - 3, X - 84 - 3, X - 86 - 4
Touch and Tell: VII - 54 - 3
Tour Guide Fun: X - 85 - 1, X - 86 - 2
Traffic Game: I - 6 - 1
Two Deep: V - 37 - 5, V - 44 - 3
Two-To-Do: VI - 49 - 1
Variety Store: VII - 51 - 1
We—The Story People: IV - 26 - 1
Wearing Pronouns: V - 37 - 3
What Are These? (Song): X - 79 - 4, X - 80 - 3
What Color Is The Clown?: III - 14 - 2
What's My Line?: V - 42 - 3, VI - 46 - 3, VI - 47 - 2
What's On The Tree?: VI - 51 - 3
Who Am I?: V - 44 - 2
Who Can?: VI - 48 - 1, VI - 49 - 3
Who Is Singing? (Song): IX - 73 - 3
"Who" or "What": IV - 31 - 2
"Who" Table, The: IV - 28 - 4, V - 35 - 3, V - 36 - 2
Wno's This?: V - 43 - 3
"Who-What" Display: IV - 31 - 3
Who's What?: IV - 29 - 2
Who's Who?: V - 43 - 1
Willie Nez (Song): II - 12 - 2
Window Spinner Game: VII - 55 - 3
Work To Do: IX - 68 - 3
Word Recognition: IV - 32 - 2
Writing Fun: IV - 32 - 3, V - 35 - 4, V - 36 - 3, V - 38 - 5
Wrong Name: IV - 24 - 4
Wrong Sign: V - 42 - 1
You Can Do This (Song): II - 10 - 1
You Can Skip (Song): II - 11 - 1
You Can, Too (tag): II - 11 - 2
Your Head, Your Shoulders (Song): I - 3 - 1
Zoo, The: IV - 21 - 4

APPENDIX C: GLOSSARY

This appendix does not contain a set of definitions but rather is intended to serve as a resource for the user of the NALAP materials. This glossary contains helpful information regarding terminology and concepts in NALAP according to the analysis of English provided by transformational grammar and according to newer insights regarding second language acquisition. The treatment and scope of specific terms and concepts will be expanded in succeeding books as the NALAP materials are further developed.

Activity: a learning experience set up by the teacher to help the pupils internalize the grammatical structure of an S.O. in a meaningful manner; is used for both instruction and evaluation; can be either formal or informal and should be motivating and fun for the learner; should actively involve and provide success for the learner; must be set up to bring out the grammatical structure of the S.O. (See Rationale, pp. 10-11.)

Adjective: (See Parts of Speech.)

Predicate Adjective: a term given to all adjectives in the basic sentence NP + V_{be} + Adj; basically all adjectives before nouns derive from predicate adjectives.

Adverbial: (See Parts of Speech.)

Manner Adverbial: an adverbial which answers the question "how"; usually consists of only one word and frequently contains the affix "-ly".

Place (Locative) Adverbial: an adverbial which answers the question "where"; may consist of one word (e.g., here) or a phrase (e.g., in the building).

Time Adverbial: an adverbial which answers the question "when"; may consist of one word (e.g., now, yesterday) or a phrase (e.g., last night, a little while ago).

Other Adverbials: adverbials which do not function in the same way as the above.

Reference Adverbial: a word which adds meaning to an entire sentence (e.g., too, also).

Sentence Adverbial: A word or phrase which is a short answer to a "yes/no" question (e.g., yes, no, perhaps, no doubt).

Answers: transformations of basic sentences; required verbal behavior to questions and may occur as one of the following forms:

Short: the basic form of an answer to a "yes/no", "wh", or "or" question:

(1) a one-word response to a "yes/no" question (e.g., Can Mike talk? Yes.)
(2) a replacement word or phrase for a "wh" question word (e.g., Who can talk? Mike.)
(3) a word or phrase selected to answer an "or" question (e.g., Can the dog or the boy talk? The boy.)

Expanded Short: an optional form for an answer to a "who/what" subject question consisting of the subject noun phrase plus the auxiliary carrying the tense (e.g., Who can talk? Mike can.)

Shortened: an optional form for an answer to a "yes/no", "wh", or "or" question characterized by the inclusion of a personal pronoun:

(1) a three-word response to a "yes/no" question (e.g., Can Mike talk? Yes, he can.)
(2) a subject pronoun substitution in answer to a "wh" question which interrogates any constituent of the sentence except the subject noun phrase (e.g., What can Mike do? He can talk.)
(3) a subject pronoun substitution in answer to an "or" question (e.g., Can Mike sing or dance? He can sing.)

Note that in Book 1 answers are never in the form of statements ("complete sentences").

Article: one of the determiners; in Book 1 the definite article is "the" and the indefinite articles are "a/an" and "Ø".

Audio-Lingual (Aural-Oral): a teaching method designed to develop oral language facility based on habit-formation through extensive use of model-echo drills in which the learner listens to the teacher and says (repeats) what he has heard.

Auxiliary: a part of the verb phrase system; is always present in the form of Tense and may include the following in sequence: (Modal) (have + en) (be + ing); always precedes the main verb and follows the subject in a basic sentence.

Basic Sentence: the base or kernal sentences upon which transformation may operate; only declarative-type sentences in traditional grammar are basic sentences; English has a limited number of basic sentences of which five are introduced in Book 1:

(a) $NP_1 + V_i$: noun phrase one plus verb intransitive (e.g., Lucy can write.)

(b) $NP_1 + V_t + NP_2$: noun phrase one plus verb transitive plus noun phrase two (e.g., Lucy is reading a book.)

(c) $NP_1 + V_t + NP_3 + NP_2$: noun phrase one plus verb transitive plus noun phrase three plus noun phrase two (e.g., Lucy is giving Gloria a gift.)

(d) $NP_1 + V_{be} + Adj$: noun phrase one plus verb "be" plus adjective (e.g., Lucy is smart.)

(e) $NP_1 + V_{be} + NP_1$: noun phrase one plus verb "be" plus noun phrase one (e.g., Lucy is a Girl Scout.)

Common Noun: (See Noun Phrase.)

Conjunction: is identified by its function in conjoining or connecting words, phrases, or sentences; a function or structure word. (See Parts of Speech.)

Content Word: a word which has lexical or semantic rather than grammatical or functional meaning, such as a thing, an action, a quality, a concept; (e.g., nouns, verbs, adjectives, adverbials).

Correcting Sentence: an optional sentence, following a negative response to a "yes/no" question, which gives accurate information (e.g., Is the sky green? No, it isn't. It's blue.)

Count Noun: (See Noun Phrase.)

Demonstrative Pronoun: one of the types of pronouns; only the forms "this" and "these" are used in Book 1. (See Noun Phrase.)

Determiner: is identified by its obligatory occurrence before all nouns; in Book 1, the determiners are:
Articles: a, an, the, and Ø
Post-Determiner: cardinal numbers
Possessives: your

Direct Address: a word or words used to name the person or persons to whom an utterance is directed; may be a proper name(s) (e.g., Mike, Gloria and Lucy) or a word(s) to indicate a group (e.g., class, boys and girls).

Direct Object: (See Object.)

Expanded Short Answer: (See Answers.)

Formula: (1) a symbol-translation of sentences, both basic and transformed, and of sentence components; e.g., The dog can bark. $NP_1 + VP$

$$NP_1 + VP$$
$$NP_1 \longrightarrow Det + N$$
$$VP \longrightarrow T + M + V_i$$

(2) an expression of greeting, of thanks, of agreement, or disagreement, etc., habitually used by native speakers (e.g., Good morning. Thank you.)

Function Word: (See Parts of Speech.)

Intonation: a feature (suprasegmental) of phonemic accent pertaining to a sentence rather than to an individual word (which is called stress); the rise and fall in pitch of the speaking voice.

Indirect Object: (See Object.)

Lexical: pertaining to the vocabulary of a language, both content and function words.

Modal: one of the four auxiliaries; when occuring, always follows Tense; the main modals are can-could, may-might, will-would, shall-should, must; the phrases "be going to", "have got to", "have to" function as modals.

Modality: language competency includes the forms or modalities of listening, speaking, reading, and writing; perception and understanding are language-related modalities.

Morphology: the study of the basic units of language, called morphemes, dealing with meaning (e.g., the plural morpheme Z^2 gives a count noun another form, "cat-cats").

Noun Phrase: (See Parts of Speech.)

Functions of Noun Phrases: noun phrases have five main functions in English; (1) subject, (2) predicate noun, (3) direct or indirect object, (4) in many adverbials, and (5) in pre-determiners. Noun phrases (proper name, children, etc.) may occur as a direct address.

Noun: there are several types of nouns, all of which can be identified by their use as the head noun in a phrase which functions as the subject; may serve as a direct or indirect object of a transitive verb, as a predicate noun, in adverbials, and in pre-determiners; (e.g., The great big dog..., Dogs ..., ...down the street, A bucket of sand...)

Noun, Common: possesses the characteristic of being preceded by a Determiner which may consist of one word, a phrase, or no word (e.g., a car, the two cars, Ø cars); two main kinds of common nouns are count and mass, however, only count nouns are used in Book 1.

Noun, Count: possesses the characteristic of having singular and plural forms; may be regular (e.g., dogs, cats, horses) irregular (e.g., foot-feet), or null (e.g., sheep-sheep); the indefinite articles go only with singular count nouns.

Noun, Proper: only names of people are used as proper nouns in Book 1; titles, such as: Mr., Miss, Dr., are a part of proper nouns; proper nouns are not preceded by Determiners.

Predicate Noun: a term given to all noun phrases following the verb "be" in the basic sentence $NP_1 + V_{be} + NP_1$; predicate nouns share identity with the subject noun phrase.

Pronoun: of the various types of pronouns, the following are used in Book 1:
(a) Personal: I, you, he, she, it, we, they
(b) Possessive: your
(c) Demonstrative: this, these
Personal pronouns replace noun phrases, not nouns.

Object: one of the functions of noun phrases; the two forms are direct (NP_2) and indirect (NP_3) objects which are an integral part of transitive verbs; NALAP will not refer to objects of prepositions, referring to them instead as noun phrases in adverbials or in pre-determiners. (See Noun Phrases, Functions of.)

Paradigm: a complete set of all the various conjugational or inflectional forms of a word (e.g., I, you, he, she, it, we, you, they; eat, eats, ate, eaten, eating); one of the features of English is that there are a limited number of inflections for words of which the most common ones are: plurals, possessives, third person singular present tense, past tense, personal pronouns, and the forms of "be".

Parts of Speech: in the transformational model upon which NALAP is based, the parts of speech are major word or phrase classes which are identified by function and position rather than by an arbitrary definition; the major classes are noun phrase, verb phrase, adjective, adverbial, and function words; the traditional terms, such as noun, verb, preposition and conjunction, are components of the larger classes. (See entry for each item.)

Adjective: is identified by its occurrence following the verb "be" in the basic sentence $NP + V_{be} + Adj$ (e.g., The dog is big.) or in its transformed position before nouns (e.g., The big dog barks loudly.); is classified as a content or form-class word. (See Adjective.)

Adverbial: is identified by its optional occurrence following the main verb in verb phrases and answers the questions "how", "where", "when". (e.g., The dog barked (loudly) (outside my window) (last night).); the only obligatory occurrence of an adverbial is following "be" in the basic sentence $NP + V_{be} + Adv$ in which case it indicates place and sometimes time (e.g., The boys are at school. The girls are late.); may be either single words or phrases; is classified as a content or form-class word. (See Adverbial.)

Noun Phrase: is identified by its function as a subject of a sentence consisting of one or more words; may also function as an object of a transitive verb or a predicate noun following the verb "be"; may appear as a part of a pre-determiner or in adverbials: is composed of a proper noun, a pronoun, or a common noun preceded by a determiner and optional transformed adjective(s). (See entry for each term.)

Verb Phrase: is identified by its function as the predicate of a sentence consisting of one or more words; always consists of an auxiliary and a main verb; depending upon type of main verb, the verb phrase includes a direct object, indirect object, predicate noun, predicate adjective, or adverbial; may also include optional adverbials. (See entry for each term.)

Function Words: are identified as having little or no semantic meaning in themselves but relate words or phrases of the other parts of speech to provide grammatical meaning; include word groups often labeled conjunctions, prepositions, auxiliaries, negatives, determiners, etc.; may occur in all constituents of a sentence.

Pattern: a sentence which illustrates a grammatical structure (e.g., "Mike is a boy" is a pattern illustrating the structure $NP_1 + V_{be} + NP_1$); not all surface patterns reflect the same underlying structure (e.g., "The meeting is progressing" $NP_1 + be + ing + MV$ and "The meeting is exciting" $NP_1 + V_{be} + adj$).

Predicate: (See Parts of Speech, Verb Phrase.)

Predicate Adjective: (See Adjective.)

Predicate Noun: (See Noun Phrase.)

Progressive: an aspect of the verb phrase which denotes continuing present action; requires the present tense form of "be" auxiliary and the "-ing" affix on the main verb.

Pronoun: (See Noun Phrase.)

Proper Noun: (See Noun Phrase.)

Questions: transformations of basic sentences; four kinds of questions are included in Book 1:
- (a) "or": formed by making two "yes/no" questions and conjoining the two constituents to be interrogated by the conjunction "or".
- (b) "wh": formed by replacing the sentence constituent to be interrogated by the appropriate "wh" word and placing the "wh" word at the beginning of the sentence.
- (c) "wh-or": formed by combining a "wh" question and the conjoined constituents of an "or" question.
- (d) "yes/no": formed by (1) placing a form of the verb "be" or the first optional auxiliary at the beginning of the question, or (2) placing a form of "do" at the beginning of the question when no form of the verb "be" and no optional auxiliary is present in the statement.

Reflexive: a compound word consisting of a pronoun and "self" (e.g., yourself, myself, themselves).

Semantics: the study of meaning in language, including the relationship between language, thought, and behavior; meaning is carried in a variety of ways, such as, grammatical construction, content words, context, etc.

Sentence: a number of words related by structure to constitute a grammatically complete unit of meaning; may consist of one word if immediately related to another sentence; Book 1 includes basic or kernal sentences, transformed sentences and sequenced sentences.

Short Answer: (See Answers.)

Shortened Answer: (See Answers.)

Statement: all basic sentences and their transformations except for questions, answers, commands, and sequenced sentences.

Structure: the framework or design of an utterance or pattern (e.g., $NP + V_{be} + Adj$); a predictable arrangement of the elements of language that recurs systematically in a language and that relates to changes in meaning.

Subject: one of the functions of noun phrases; with the predicate is one of the two main constituents in a basic or kernal sentence. (See Noun Phrase, Functions Of.)

Syntax: the study or science of sentence construction or the word relationships of a language.

Symbols:

(1) $\Longrightarrow$: transform into or transformation (e.g., Q yes/no $NP_1 + V_{be} + NP_1 \Longrightarrow V_{be} + NP_1 + NP_1$)

(2) $\rightarrow$: rewrite (e.g., $NP \rightarrow Det + N$)

(3) ( ): optionality

(4) $\begin{Bmatrix} 1.\_\_\_ \\ 2.\_\_\_ \end{Bmatrix}$: must choose one line or item

(5) $\begin{bmatrix} 1.\_\_\_ \\ 2.\_\_\_ \end{bmatrix} \begin{bmatrix} 1.\_\_\_ \\ 2.\_\_\_ \end{bmatrix}$: an optional first choice followed by an obligatory second choice (e.g., if item one is chosen in the first

set of brackets, then item one must be chosen in the second set of brackets.)

(6) *: indicates ungrammaticalness (e.g., * a boys)

(7) Ø: null or nothing; used as the plural indefinite determiner (e.g., 0 boys)

(8) Adj: adjective

(9) Adv place: adverbial of place or location
  manner: adverbial of manner
  ref: adverbial of reference
  sent: sentence adverbial

(10) Art: article

(11) Aux: auxiliary

(12) Det: determiner

(13) M: modal

(14) MV: main verb

(15) N: noun

(16) NP_1: noun phrase one; subject and predicate noun
  NP_2: noun phrase two; direct object
  NP_3: noun phrase three; indirect object

(17) Neg: negative; usually "not"

(18) Pred Adj: predicate adjective

(19) Pred N: predicate noun

(20) Subj: subject

(21) T: tense

(22) V: verb

(23) V_{be}: "be" verb

(24) V_i: intransitive verb

(25) VP: verb phrase

(26) V_t: transitive verb

(27) Z^2: indicates plural morpheme or ending (e.g., boy + $Z^2 \rightarrow$ boys)

Tense: the only obligatory auxiliary; there are only two tenses, present and past, in English; tense in not synonymous with time.

Transformation: an utterance or sentence derived from a more basic utterance; transformations found in Book 1 are adjective, command, conjoining, negative, questions, and answers.

Transformational Grammar: a grammar based on transformational analysis; a theory treating most sentences as derivations of more basic sentences with rules for deriving them.

Verb Phrase: (See Parts of Speech.)

Verb: is identified as a part of the verb phrase system which consists of auxiliary, main verb and optional adverbial(s); is a constituent of the main verb and consists of different types of which the following are used in Book 1:

$V_{be} + NP_1$	... is a dog.
Vbe + Adj	... is happy.
V_i	... can jump.
$V_t + NP_2$	Throw the ball.
Vt + NP3 + NP2	Throw me the ball.